THE MIDDLEBURY COLLEGE
NEWS LETTER

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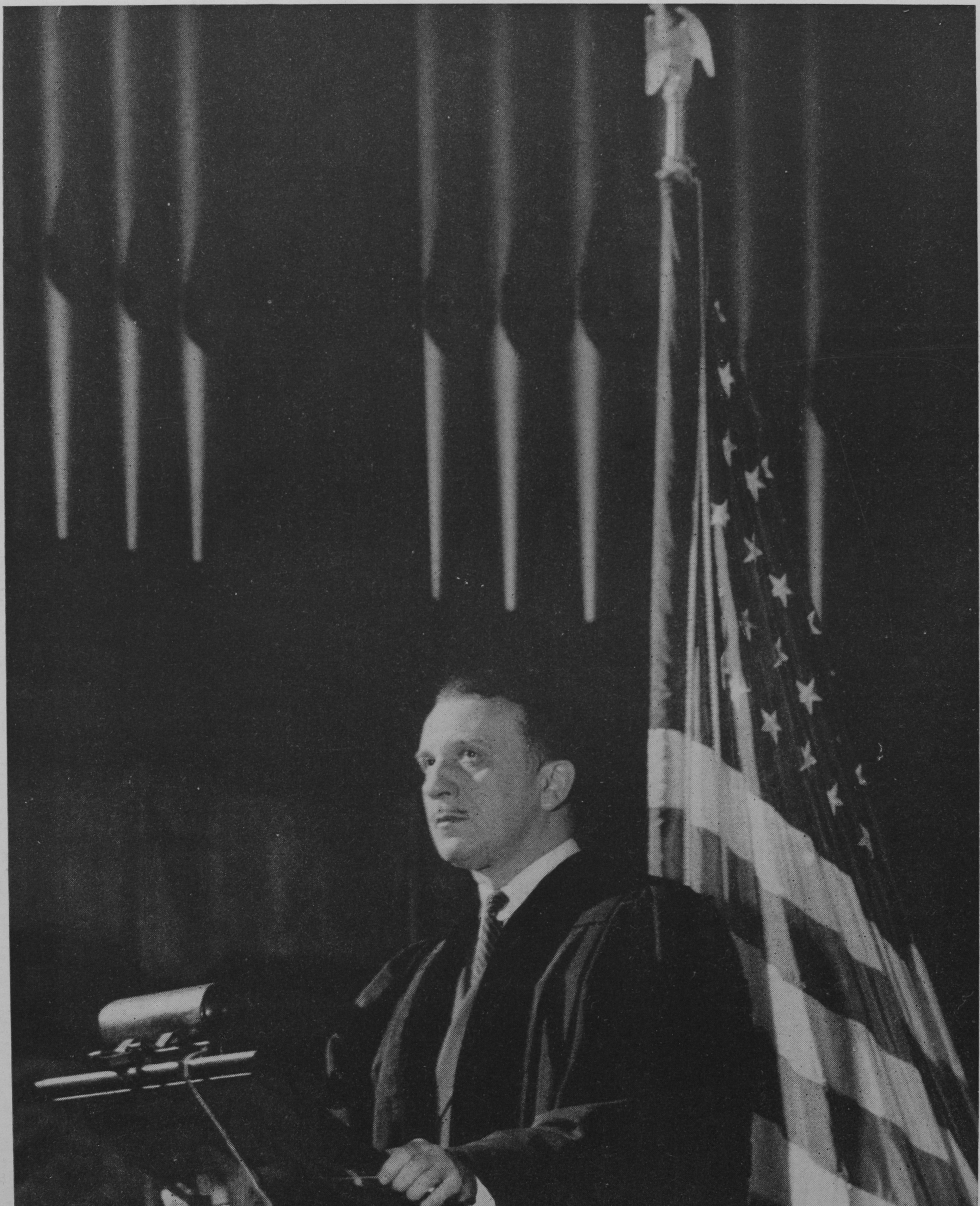

*"Let us seriously rededicate
Ourselves to our tasks . . ."*

1674

The President's Page

As I write this message three years, almost to a day, have passed since I became President of the College. Perhaps, some day, the history of the college during these war years will be summarized and made a part of our permanent records. Much of it you already know from the News Letter and the *Campus* since, fortunately, neither of these publications had to be suspended during the war.

In January, 1943, the general outlook for the smaller colleges was such that there was reason to believe that Middlebury would find it necessary to trim its sails and call upon its Alumni for financial support merely to survive the war years. In not a few of the smaller colleges of the land such procedure has been necessary. In contrast, on our campus, in no three years in the history of the college have so many students worked in the laboratories and classrooms, lived in our dormitories, attended chapel, and, we hope, found strength, inspiration, and wisdom from their work and life in our Vermont countryside. This record three-year enrollment resulted in part from our Navy V-12 Unit; in part because of the increased number of women students seeking entrance to the college, and statistically because we have operated on a continuous three-term basis. Since January, 1943, we have had eight Commencements. By June, 1946, we shall have had ten Commencements over a period which, in peacetime, would have encompassed but three. I mention this because I think it gives an idea of the tempo of the college during the war years and it gives a measure of the increased pressure on faculty and administration. We have come through these years of pressure without impairment of our educational ideals, our physical plant, or our financial position. And, for this achievement, credit must go to the faculty and administrative staff who have served with loyal devotion and competency despite the complexity of our many wartime problems.

I have been asked by the Editor if I would confine my comments in this issue to the financial position and outlook of the college. Middlebury has never been a rich college but thanks to the generosity of a relatively few alumni, whose names are well known to you, we have buildings which give our campus a beauty and dignity of which every member of the Middlebury family can be truly proud. Our endowment of slightly over four million dollars is small among New England colleges but larger than the endowment of scores of small colleges throughout the country. Wise and competent management by our Trustees has given us a balanced budget through times of depression and has conserved our capital assets. In short, we have neither lived on our capital nor sought large sums from graduates in order to balance our budget for survival. During the years of depression and during the war, not a few colleges had to resort to one or both of these unfortunate solutions in order to continue their existence.

From July, 1943 to November, 1945 we were fortunate in having a Navy V-12 Unit. Sometimes I have been asked if we did not profit greatly as a result. In non-financial ways, I believe we did. But the Navy contract covered only costs and was negotiated literally to a fraction of cents. It is true, however, that cash income exceeded cash outlay during this period. This result can be attributed to the fact that we were in continuous operation throughout each year and hence cash outlay for maintenance and administration did not increase proportionately with the increased income from twelve months of operation. This excess of cash income over cash expenditures has been set aside as a Reconversion Reserve, in part to meet deferred maintenance charges, since it has not been possible to make normal improvements to equipment and plant during these years. The Reserve is also intended to provide larger than normal budget expenditures for rebuilding our enrollment of men students which dropped from over 400 in 1942 to less than 50 in the spring of 1945. (We have already started to draw upon our Reconversion Reserve to take care of budget expenditures for the current year.)

Although we can regard with satisfaction the fact that our financial assets have not been impaired during the war period and that it has been unnecessary to call on our graduates for financial support merely to continue our existence, we have no reason to feel smug about the years ahead. In the first place, our income from endowment has dropped from $141,750 in 1934 to $122,334, in 1945. As old investments mature, as mortgages held by the college are retired, the endowment income will continue to decrease for re-investments must be made at the prevail-

(*Continued on page 18*)

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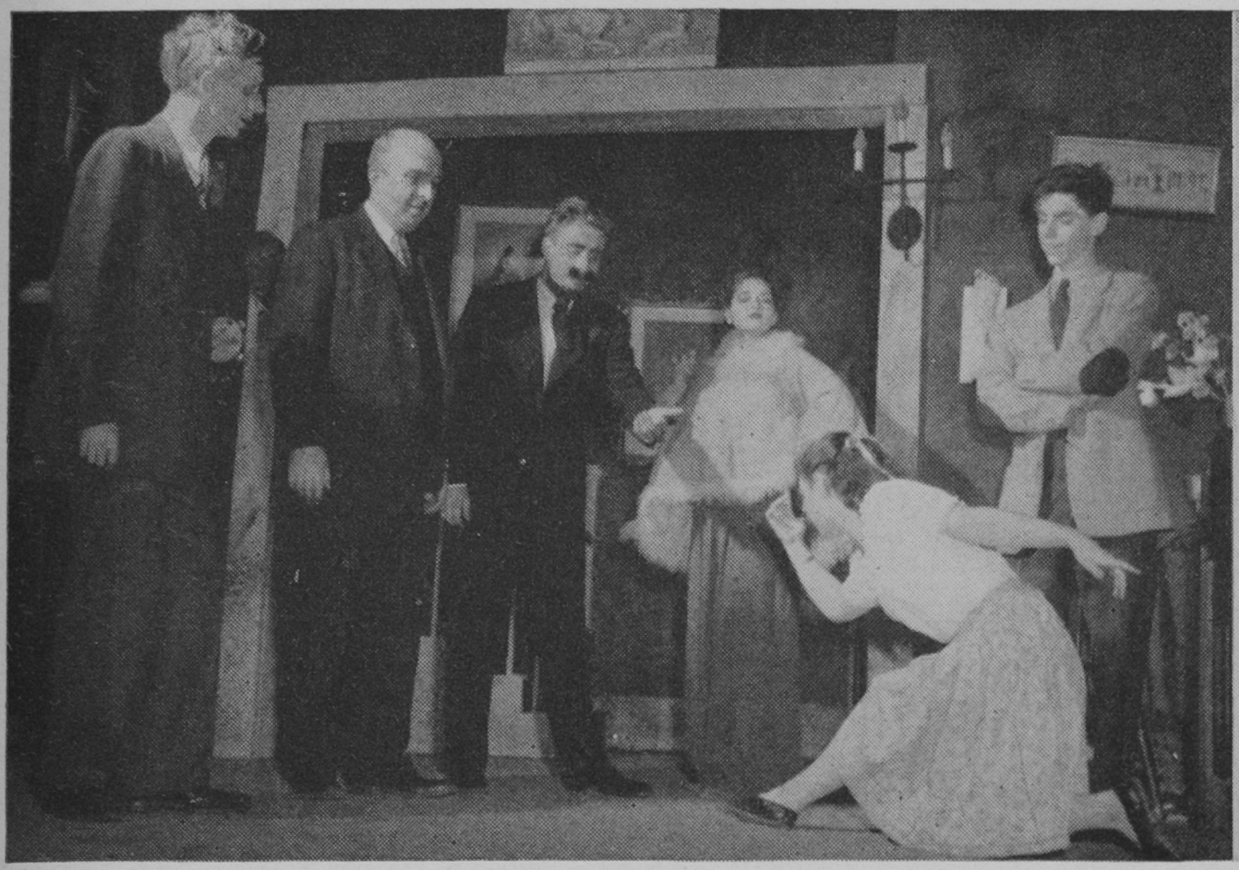
Subjects and Predicates



Carnival Play

Queen and King

TERRILL

Scene from "You Can't Take It With You". Left to Right: Professor John T. Andrews, Business Manager Irwin K. French, Burt Haas, Barbara J. Burris, Jane M. Livsey, and Thomas R. Skelton, Jr. Jean L. Crawford, and Russell P. Dale, Jr., Queen and King of the 15th Annual Winter Carnival.

Winter Carnival

The 15th Annual Winter Carnival has passed into the winter sports history of Middlebury College, but there is still talk on the campus about this traditional affair, which was one of the most successful despite the scarcity of snow and below-zero temperatures that prevailed. Faced with a shortage of powder on the Bread Loaf trails and a lack of snow on the 30-meter Chipman Hill jump, the student body led by Ray Sacher and Emily Cushing, co-chairmen of the Carnival Committee, and ski coaches Joe Jones and Bob Sheehan, hauled and packed snow for the downhill and slalom courses on Bread Loaf, and then spent two days trucking nearly 100 tons of snow from the mountain, a distance of twelve miles, to the jump in town where all the snow had melted away in a mid-January thaw.

This first post-war carnival opened Thursday evening with a student presentation of the play, "You Can't Take It With You", at the high school auditorium. The next morning, Middlebury's first post-war intercollegiate ski competition got under way at Bread Loaf with students, returning "grads", and visitors making their way through the cold early morning to the mountain trails by trucks and automobiles to see Becky Fraser, Middlebury captain, and one of the country's foremost skiers for the past five years, and her teammate, Polly Hodder, bring cheer to the throng that jammed Bread Loaf Mountain from early morn until dusk. Becky, who had won the downhill in two previous carnivals, came down from Worth Mountain's one-mile descent at a spectacular pace to be clocked at 1:44.6. She then cleared a 35 "gate" slalom on Pleiad trail in 1:22.6, and through these two easy wins gained the combined honors. Polly was second in the combined with 1:79.1. Friday's carnival activities ended with the Klondike Rush in the evening and the awarding of prizes to the winners of honors of the day's competitive skiing.

A clear, cold Saturday morning witnessed the opening day of the men's competition with Harry Fife, Middlebury freshman, plunging down the one-mile Pleiad trail at express speed under full control, to win the thrilling downhill race in 1:38.4, five-tenths of a second ahead of Malcolm M Lane of Dartmouth. Arthur Bruneau of McGill won the slalom in the afternoon and the first day of the two-day meet ended with the announcement that McGill was ahead with 296.48 points, Dartmouth second, at 282.74, and Middlebury third, at 275.39. The standings at the end of the day also disclosed that teams behind the first three were: New Hampshire, 259.99; Vermont, 253.66; West Point 246.48; M.I.T., 240.33; Williams, 231.83; R.P.I., 219.51, and Tufts, 96.89. The colorful coronation ball was held in the evening with President Stratton crowning Russ Dale and Jean Crawford as King and Queen of the winter carnival. Dale is a former army air corps pilot and captain of the varsity basketball team.

Dartmouth came from behind to win the Intercollegiate Ski Union meet by capturing second, third, fifth, and eighth places in the jumping event held on Chipman Hill Sunday afternoon. New Hampshire was runner-up in second place followed in order by Army, Middlebury, Vermont, McGill, Williams, M.I.T., R.P.I., and Tufts. The remarkable cross country prowess of Erling Finne, Norwegian student at New Hampshire; the slalom and downhill skill of McGill's Don Staniforth, Art Bruneau, and Kaare Olsen, the latter also the meet's all-around champion; Harry Fife and Capt. Tom Cremer of Middlebury and the versatility of West Point's Stuart MacLaren were the ski competition highlights of the 15th Annual Middlebury College Winter Carnival, which ended Sunday evening, January 20, with a colorful ice revue held on the college hockey rink in front of the McCullough Gymnasium.

1676

TERRILL

Panther Room

The college-sponsored "Panther Room", opened recently in the Chi Psi Lodge, is a great success. Students, faculty, and staff stop in during different hours of the day and evening to appease their between-meal appetites. From 8:00 in the morning until 9:00 in the evening, sandwiches, rolls, doughnuts, coffee, hot chocolate, soda fountain specialties, and foods of an easy-serving variety are obtainable.

Return

Three veterans have returned from the wars to accept administrative positions on the college staff. John H. Kreinheder, who saw service with the Navy in the Pacific, has taken over the duties of Superintendent of Buildings and Grounds; Gordon A. Barrows has returned from the Army to his pre-war position of Assistant Director of Admissions; while George H. Huban has been temporarily placed in charge of the Editor's Office with the title of Press Bureau Director, and with this issue takes over the editorship of the News Letter. Mr. Huban was in charge of the News Bureau during the latter part of 1940, 1941, and the early part of 1942, before leaving Middlebury for the Army.

New Trustee

Dr. Stewart Ross, who served overseas during World War II as a Lieutenant Commander in the Navy, has been elected a Term Trustee for a period of five years. Dr. Ross is well known for his interest and love of winter sports and during the recent 15th Annual Middlebury College Winter Carnival donated the trophy that was awarded to Dartmouth, winner of the ski meet. The Rutland physician also gave the college the ski wagon that is used by the ski team to travel back and forth to meets and mountain practices. A 1920 graduate of Middlebury, he first served as a trustee from June of 1936 to June of 1941 following his election by the alumni.

Cultural Conference

"The Balanced Sheet of Victory" is the topic which will be discussed by visiting dignitaries attending the Fourth Annual Middlebury College Cultural Conference, March 30 and 31. Among those who have accepted invitations to participate in the Conference are: Senator Warren Austin, a member of the Congressional Committee on Atomic Research; Theodore Spencer, professor of English Literature at Harvard; Albert Deutsch, author; Wilder Foote, former editor of the Middlebury Register and now an assistant in the State Department; Rockwell Kent, artist; and D. L. Thompson, professor of bio-chemistry at McGill.

February Commencement

The college war-time accelerated program will end with a mid-winter commencement on Sunday morning, February 17, at 11:00 o'clock, when 36 students will receive Bachelor of Arts degrees and one student will receive a Master of Arts. President Stratton will give the Baccalaureate address and will follow his talk with an informal conferring of degrees on the 12 men and 24 women.

Chemistry Conference

The New England Association of Chemistry Teachers, now in its forty-fourth year of continuous activity and the oldest organization of chemistry teachers in the United States, will hold its eighth Summer Conference at Middlebury College, August 19–24. The Association includes among its members, teachers in secondary schools, colleges, and universities. Although the membership is drawn largely from the New England states, many members reside beyond the confines of this area.

The Summer Conference is being sponsored by the Association to present to its members and guests a discussion of recent advances in chemistry, to promote a better college-secondary school understanding, and to foster personal-professional contacts.

Educators

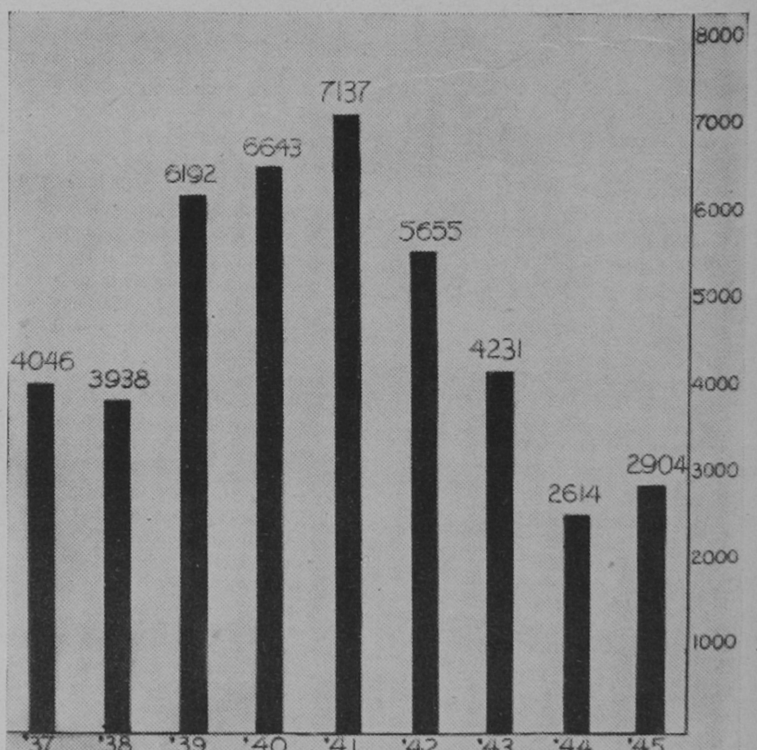
Mr. Charles S. Rising, New England Education and Rehabilitation Officer of the Veterans Administration, told members of the Vermont Council on Higher Education at their recent annual meeting at Middlebury that fifty per cent of Vermont's 40,000 World War II veterans are expected to apply for GI Bill of Rights educational opportunities.

According to Mr. Rising, ten per cent of the discharged veterans of the state have already applied for GI educational rights, and this percentage is expected to increase with the rate of release of men from the Armed Forces.

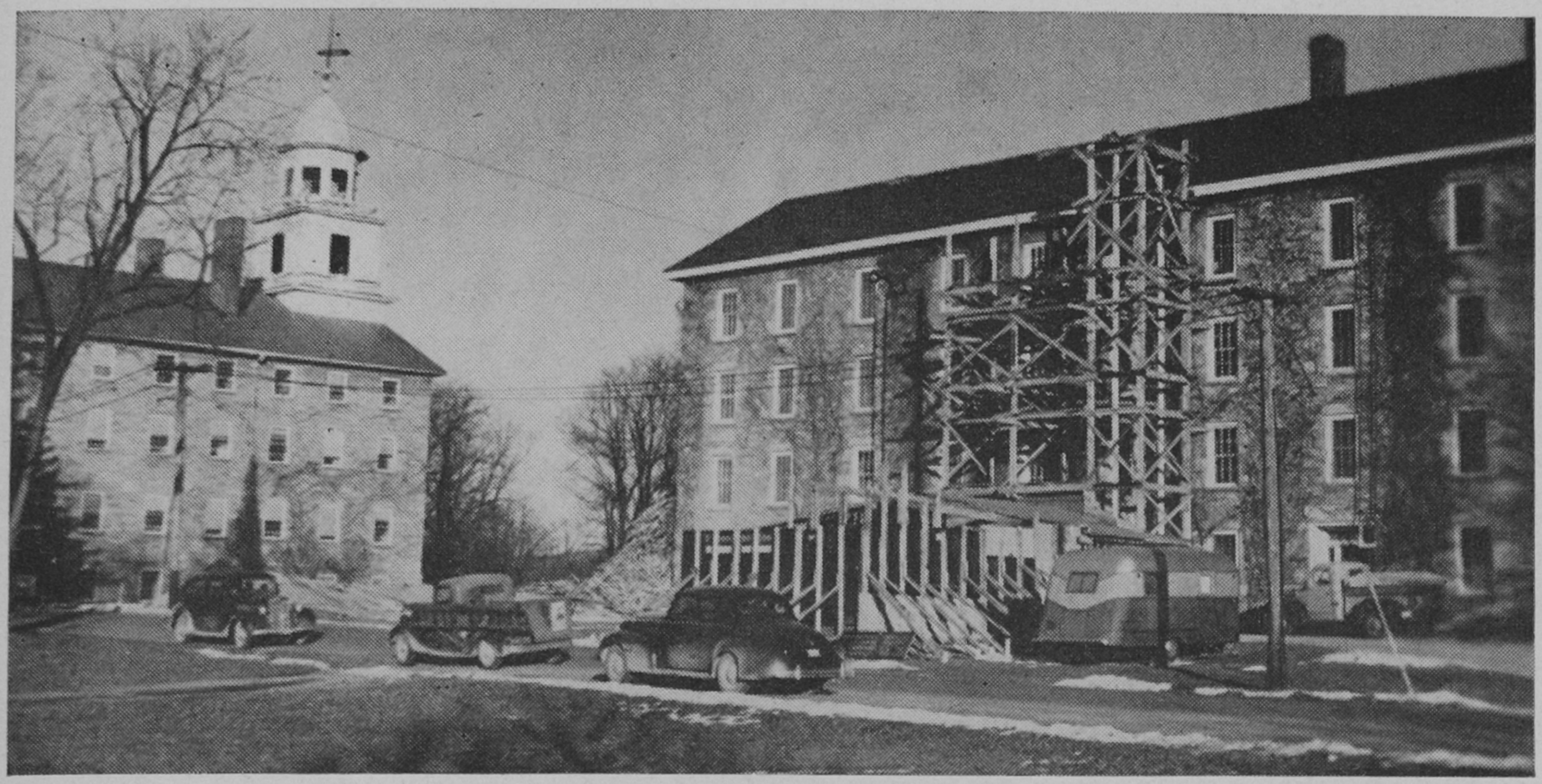
Clippings

During the past nine years 43,408 Middlebury College stories have been clipped from various newspapers and other periodicals of the nation according to the statistics of Burrelle's Clipping Service, which each week furnishes the college with clippings of Middlebury stories printed during the preceding seven days in the newspapers of the country. However, this is not an accurate count, as Burrelle's do not clip the Rutland or Burlington papers which print a combined number of around 600 college news accounts annually. To save the clipping bureau fee, the Editor's Office daily clips these two publications.

The largest number of stories were printed in 1941, when 7,137 clippings were received. January of the same year was the outstanding college news month when a total of 946 Middlebury items were clipped. During the war, a shortage of newsprint and the large number of history making events reduced the space available for college news. The newsprint shortage is still acute and it is expected that it will remain so until Spring. However, a rise in the number of news accounts for the year 1945 is shown on the following graph which illustrates the increase and decrease of college stories during the past nine years.



News Clippings



Starr Hall

TERRILL

The cold and snow of mid-winter Vermont is not slowing up progress in the renovation of Starr Hall, from attic to basement, into a modern, fire proof building with a housing capacity for 70 students.

When Starr is ready for occupancy in the Fall, 26 single rooms and 22 suites of two rooms each will be available.

Food Problem

With the entrance of 134 men into college at the start of the spring term, February 18, and the increasing shortages of meat, butter, fish, and transportation facilities, Middlebury faces a difficult problem in the procuring of foodstuffs to feed the student population which last year partook of 334,000 meals and to date has already consumed more than 123,000 meals this term. All of these new students, in addition to the remainder of the men's student body, will eat in Gifford Hall. Eighty or ninety men will use the annex dining hall now being set up in the recreation room in the basement, while the remainder will dine regularly in the main dining hall.

James H. Howarth, Dining Hall Manager, travels several hundred miles each week to procure the thousands of tons of food called for in the balanced menus prepared daily by Mrs. Muriel L. Reese, an accredited dietitian.

Last year the college farm furnished students with 307,600 quarts of milk, and they drank 12,760 gallons of fruit juices, and ate 6,880 loaves of bread, 48,000 coffee rolls, 16,200 doughnuts, 972,000 eggs, 64,000 pieces of French toast, 60,000 individual hot cakes covered with syrup, 3,000 pounds of salmon, 22,500 pounds of other fish, and 2,500 pounds of beans.

Among the other goods purchased for the dining halls were 11,850 pounds of roast beef, 10,900 pounds of cold meats, 3,500 pounds of corned beef, 3,600 pounds of frankfurts, 9,700 pounds of hamburg, 3,500 pounds of meat pies, 7,000 pounds of pot roast beef, 7,750 pounds of veal, 950 crates containing apples, oranges, and grapefruit, 15,000 pounds of butter, 280 crates of celery, 350 crates of lettuce, 10,850 pounds of coffee, 122,000 tea bags, 2,080,000 desserts consisting of pies, cakes, puddings and, in addition, 6,000 quarts of ice cream, 2,000 pounds of macaroni, 150,000 pounds of potatoes, and 3,000 pounds of spaghetti.

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Cover—R. C. TERRILL

Contributions for Alumni News and Notes and changes in address should be addressed to Mrs. Cook or Mr. Ingalls.

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This Issue

In this issue of the NEWS LETTER, an effort is made to inform graduates and friends of the many changes that have taken place at Middlebury during the war, and the present and future problems of the post-war years.

Football

The varsity football team will play its first full schedule of games since 1942 next Fall when it will meet the following colleges on the gridiron:

October 5
  Williams at Williamstown
October 12
  Trinity at Middlebury
October 19
  Wesleyan at Middlebury
October 26
  St. Lawrence at Canton
November 2
  Norwich at Middlebury
November 9
  Union at Schenectady
November 16
  Vermont at Burlington

THE JUNIOR VARSITY SCHEDULE:

October 26
  Kimball Union Academy at Middlebury
November 1
  Norwich at Northfield
November 9
  Vermont at Middlebury

Conscription

Members of the student body, in a campus-wide survey, voted unanimously in favor of temporary military conscription until the United Nations Organization starts to function, but cast their ballot against the proposal for permanent military conscription. The students favor the drafting of young men from 18 to 25 years of age on a yearly basis, and the easing up of physical requirements for entrance into the Service.

1678

The Men

By W. STORRS LEE, '28, *Acting Dean of Men*

NO ONE had the remotest idea last September what character the men's college would take on in the months succeeding the war. With misgivings, the fact was recognized that the student body would be composed of a large number of veterans who would undoubtedly dominate the campus; and returning veterans had been portrayed as a neurotic, lawless, soured lot who would inevitably bring discomfort to an educational institution. They had been trained in ways of war; they had been exposed to immorality and the evils of regimentation. Their reactions, if not gross, would be at least unpredictable in the refined society of learning.

The veterans started arriving before any decision was reached on whether a staff of M. P.'s and a settee of psychological experts would be necessary to cope with the situation. Nothing happened. Despite the predictions, the veterans won over the faculty and their civilian classmates before registration was completed. They were as sane, rational, and reliable a group of students as ever ascended chapel hill—in fact, they were a superior group of men, many of them superior students.

With their arrival an immediate change came over the college. They were, for the most part, serious-minded individuals intent on getting an agreeable educational job done as quickly and satisfactorily as possible. Many came in uniform with rows of campaign medals spangled with battle stars. They took off the uniforms and went to work, as though there had been no war. Very few developed complexes in favor of themselves. Rarely was a veteran encountered who entertained any notion that the world owed him a living for his heroism. They had been living intensely for three or four years; they were ready to continue the pace at Middlebury.

The College was reconverted by them. The Registrar's Office took on new chores as an agency for the evaluation of service credits. The Business Manager went into the real estate business with the Dean as partner. The Superintendent of Buildings and Grounds found that his burden also included locating plumbers and carpenters to put in partitions and bathtubs in structures that never before came within his range of duty. The Treasurer's Office had one of the toughest jobs of trying to extract funds from a Veterans Administration that was overwhelmed with unexpected numbers of education-seeking veterans. The faculty were faced individually with academic challenges. New secretaries not infrequently, and not without embarrassment, confused younger professors with older veterans.

The Dean's Office became a Veterans Bureau where problems of housing, government benefits, immediate vocational objectives, divorce, marriage and babies were superimposed on what used to be the Dean's major job. Men in their late twenties and early thirties came for consultation more frequently than boys in their late teens. They brought with them perplexing adult questions in contrast with the worn, youthful inquiries. They came to complain that their undergraduate courses were disappointing—didn't offer sufficient challenge, took up lots of time but did not have significance; they came as often with those complaints as did the youngsters without service experience to gripe about a professor who had set himself up as an academic tyrant. Alumni return to spend an evening in the dormitory and then report, shaking their heads: "In my day it was never thus. Those fellows are serious; they study; they don't fool around; they mean business."

The veterans have changed the character of Middlebury. Before the war, it was only the unusual student who had broadened his experience with a trip across America or the Atlantic. The men's college is now a college of globe trotters. A majority of them have visited at least two or three continents—obviously not under the best auspices, but the travel has given them a new point of view. The natives in the Solomons, the topography of North Africa, the standards of living in Italy, Australia, the Bonins, and Belgium enter into conversation almost as often as dates and dances.

It is impossible to make any generalization about the veterans, for no two are alike—alike in background, war experience, preparatory education, service education, and response to change from army and navy to civilian life. Two illustrations are sufficient to give some idea of the variations.

1679

Dean Lee in Conference with a Group of Student Veterans TERRILL

We have one freshman who entered without having spent a day in high school. The State of Connecticut awarded him a high school certificate on the basis of a series of tests in secondary school subjects which he passed with grades mostly in the 90's. The freshman is in his middle twenties, intelligent, prepossessing, serious. He is married and has one child. He quite definitely intends to go into the ministry. He spent over a year and a half in Italy, practically all of that time either in the worst of the Italian campaigns or in hospitals. He has a list of decorations including the Distinguished Service Cross and the Purple Heart. Asked if he had experienced any colorful incidents in service he replied: "What would you consider a 'colorful incident' anyway? Going four days and four nights with about four hours sleep, marching through rain and climbing mountains through sleet and launching an attack afterwards? Cowering in the goo in the bottom of your foxhole while the very earth quivers under the fury of an enemy artillery barrage? Dragging a steel assault boat through a mine field under mortar fire? Walking across an open field to draw enemy machine-gun fire and cause them to give away their positions? Watching four cold G. I.'s crowd into one hole to make a cup of coffee and staying there because a shell lands in the same hole? Returning to your own lines with a sense of relief because the night's work is nearly over only to see the red tongue of machine-gun fire lashing out of the shadows and feel hot bullets tearing through your body? To lie in an Italian ditch and gaze up at the stars and feel the warm blood trickling down your legs and think 'It doesn't look like I'm going to make it back home after all'? The decorations I received don't mean anything. I can think of a dozen men more deserving of them."

The second illustration is a transfer student, personable, quiet, composed. He was with the Army Air Forces for exactly five years, principally as squadron and group navigation officer, with such planes as the C-47, B-17, B-29, and B-32. He flew on the first B-29 combat mission in June 1944 to Bangkok, Thailand. He has a total of 1200 flying hours—over a third of them combat hours. He flew gasoline and bombs over the "Hump" from Calcutta to Chingtu. Once due to mechanical failure of the aircraft, he had to bail out over free China near Kunming; part of the crew was killed. He flew missions to targets in Manchuria, Japan, Formosa, China, French Indo-China, Burma, and Malay States. His average combat mission was 15 hours long. He flew six missions to Singapore with overall trip flying-time up to 18½ hours. He has the Distinguished Flying Cross, Air Medal with two clusters, six battle stars, and other decorations.

This student has had no orthodox schooling for over five years. Before the war he was taking a pre-medical course at another university. He lost so much time during the war he feels compelled to give up medicine and now cannot decide on a substitute career to which college courses can be attached. In three conferences he hesitated between such diversified fields as Foreign Service and Dentistry, Social Service and Electrical Engineering, aviation and teaching French.

These two cases are not exceptional. They are ordinary students. The disturbing fact is that there is nothing in their appearance which particularly sets them apart. And there are (*Continued on page 18*)

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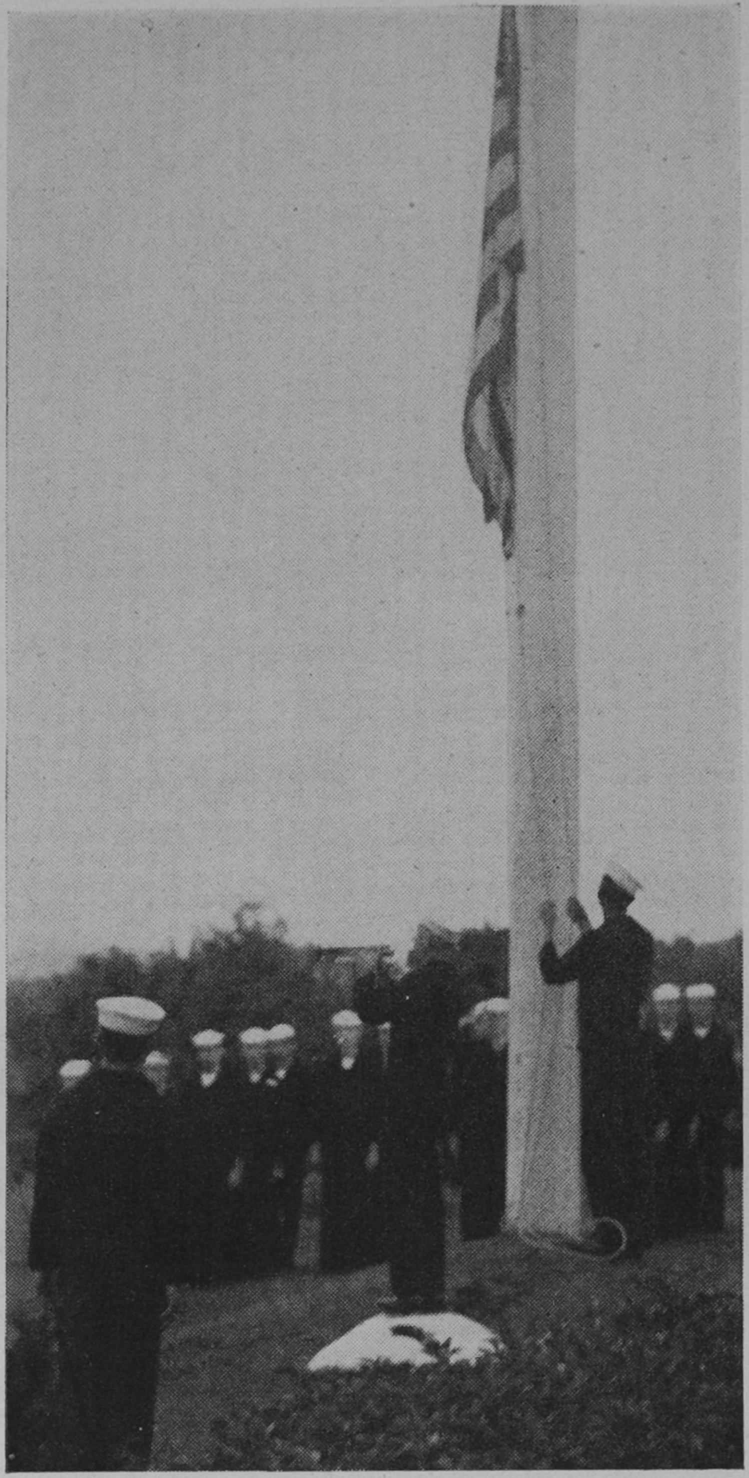
Navy at Middlebury

By Russell G. Sholes, *Professor of Sociology, Former Assistant Navy Coordinator*



Last Time GOVE

Middlebury college became an operating V-12 Navy Unit on July 1, 1943, with the arrival of 500 apprentice seamen. Most of the student sailors were not yet in uniform when they marched in civilian clothes from the Railroad Station in an unpolished formation to Old Chapel where the Navy offices had been set up. The line of waiting men extended out of the building into the campus road for a long distance as the ship's company cadre of four officers and nine enlisted men, who had arrived on June 12, worked far into the first night assigning the men to their quarters in Gifford and Hepburn Halls and issuing equipment.

Registration in classes for the men new to college was a simple matter, as the Navy had ready a planned curriculum for each of these students. The men were assigned to sections in such numbers as the various Departments of English, Drawing, Mathematics, Physics, and History, could most efficiently teach them. Fortunately, about one half the quota had previous college work and were able to be absorbed into the regular civilian classes.

The men who had already started college came from sixteen different states and a number of different institutions. It was necessary to review in detail their transcripts in order to know where to place them. It was somewhat startling to find transfer credits for such subjects as badminton and social dancing, but, for the most part, their credits were regular.

There were a number of young men in the unit who were transfers from the fleet and were rusty in their college work, while others had never entered college and a period of several years had elapsed since they were graduated from high school. Some others were premedical students who also followed a specified navy curriculum, while many of the men new to college were classified as V-5, aviation students.

The term started with three different navy curricula, in addition to the regular classes for 340 civilians. Classrooms were continuously in use from 7:45 in the morning until the chapel bells announced in the evening that it was 5:30. A supervised study hall for navy men who were low at the first marking period was held in the evening from 7:30 to 9:50.

On July first, the V-12 Unit started functioning, but the preparations had begun many weeks before. The Physics and Mathematics Departments had given refresher courses for members of the faculty who had volunteered to teach in those departments. The spring of 1943 had given indication of the number of civilian men who would be left in classes. Comprehensive examinations were voted out for the duration and year courses were divided into two term courses. In going on a three-term-per-year basis, it was a problem to fit the former yearly two terms, plus another, into one year, particularly, with new students entering each term. Several departments started first-term courses each term in a number of their subjects. It was known that there would be 350 civilians in July in addition to the 500 navy men, but it was not known until the arrival of the unit that as large a number of the navy would have had some college work. The Navy prescribed certain courses that its members must take in the terms they were allowed in college, but the faculty was able to encourage a number of advanced naval students to take the regular college courses planned by the college for the Navy.

The servicemen had to make a rapid adjustment to college studies, and, in addition to this, become sailors. At times, it was wondered by the faculty whether it was intended that they should be sailors or students. There were medical examina-

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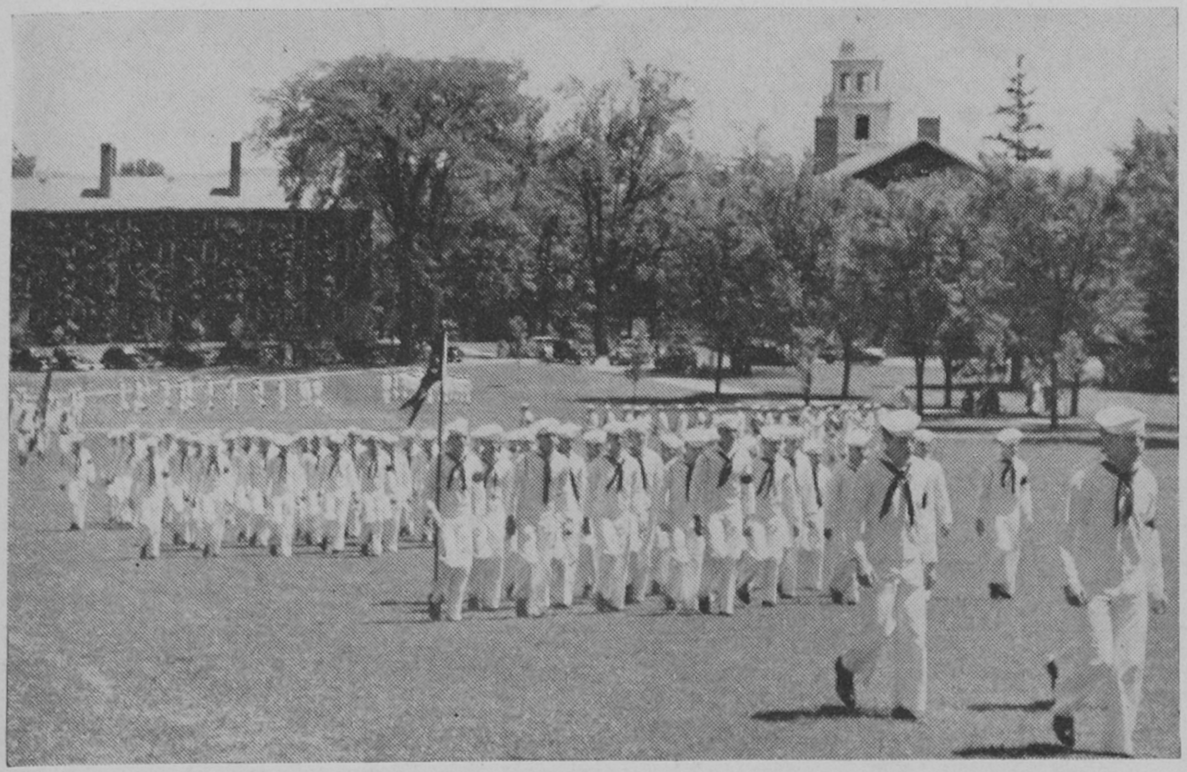
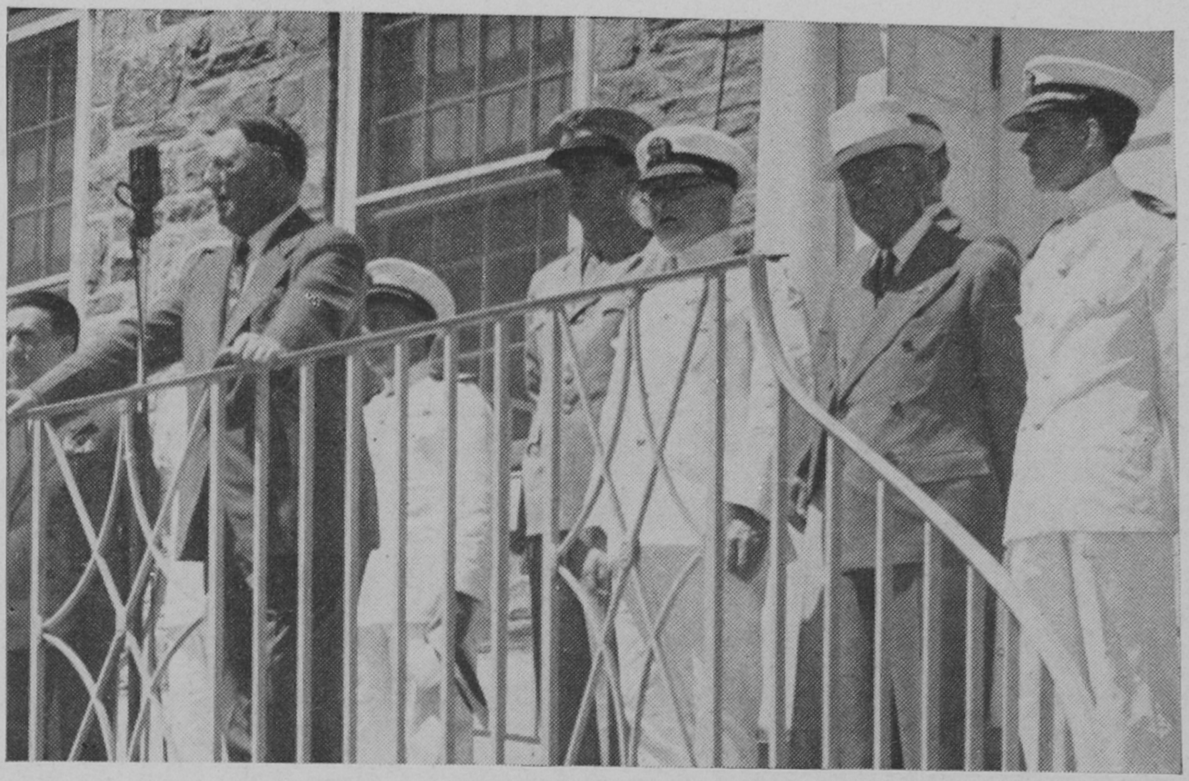


Pass in Review



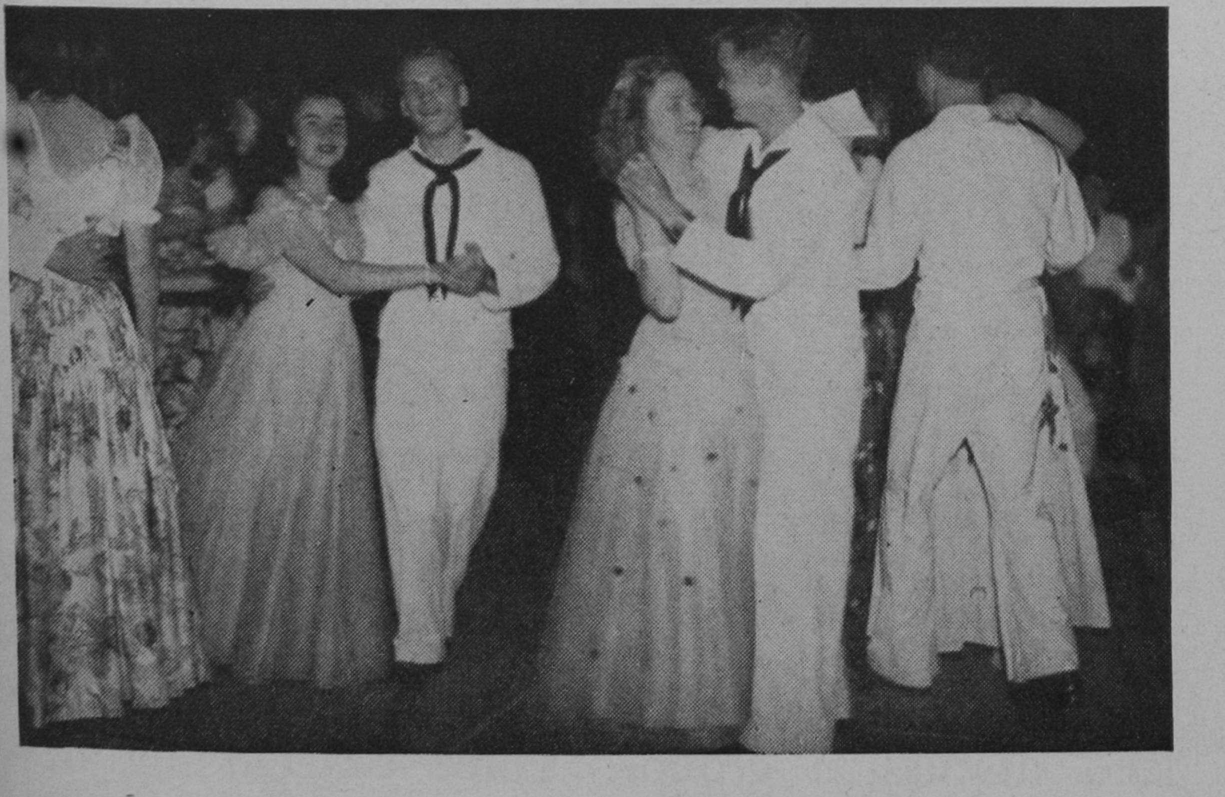
Former Navy Secretary Frank Knox GOVE

tions, dental examinations, official pictures, standing watch, and endless other duties which seemed to the faculty to take precedent over class work and preparation. Fortunately, the Executive Officer of the unit had been a college dean and instructor; otherwise, Middlebury might have produced only sailors.

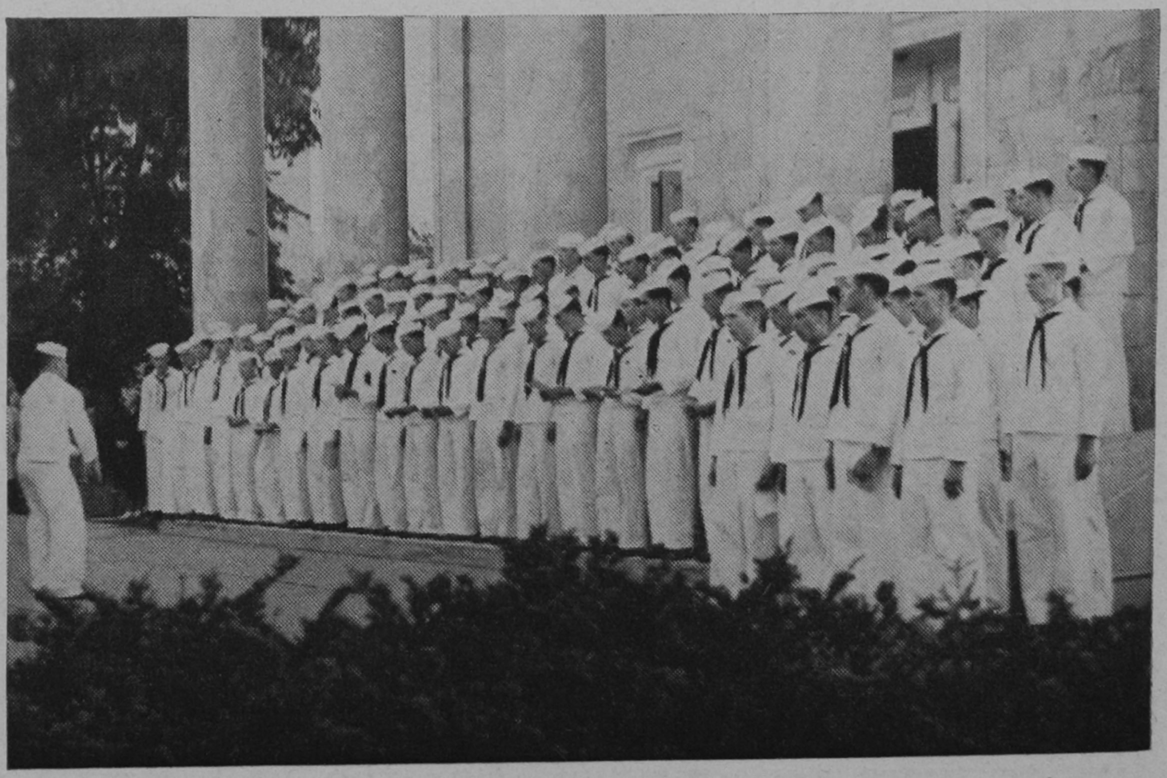
The men carried twenty-two hours of class work in a stiff curriculum, in addition to periods of strenuous physical training, several hours of drill, and a wide variety of naval duties. At the same time, these young men sought to adjust themselves to a new and strict life. Following is typical—Curriculum 101 schedule (first term, no previous college) Mathematics I or III according to high school preparation, 5 hours; Physics I, 3 hours lecture, 2 hours laboratory; History I, 2 hours; English I (Composition) 3 hours; Drawing I (Mechanical) 6 hours; Naval Organization I (taught by the Navy) 1 hour; total 22 hours of classroom per week. There were an additional 5 hours per week of Physical Training which included not less than 1 hour of drill. All of this had to be individually scheduled. Other duties were fitted in where there were opportunities. The total class hours and preparations totaled nearly 15 hours per week more than a civilian would carry.

The morale of the members of the V-12 Unit sometimes ran low and for very obvious reasons. A number begged to be flunked out; ironically, they were for the most part not the ones the faculty had in mind for that honor.

The first real raise in morale came in August with an official visit of the late Secretary of the Navy, Frank Knox. After being introduced by President Stratton, he made a brief address in which he urged his men to make the most of their privileged time at Middlebury by training hard for the tough days ahead. Following Secretary Knox's address, the unit passed in review. It was amazing to see the preciseness and trimness of these men who, after only a month's training, paraded like veterans. For the first time, the faculty noticed the rapid change which had taken place in converting untrained civilians into members of an alert, trim unit. Following Mr. Knox's visit, it was noticeable that the men connected themselves more closely with the Navy and (*Continued on page 19*)



Dance



Step-Singing GOVE

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The Women's College

By JUANITA (PRITCHARD) COOK, '26, *Alumnae Secretary*

THE effects of the war years on the Women's College of Middlebury have been plainly perceptible. As an integral part of an organic co-educational system, it is only natural that the Women's College reacted sensitively to the depletion in the Men's College. But it responded positively to the additional responsibilities which this loss in coordinated activity imposed upon the campus life. There were several immediate and important changes, the first of which in order of time, was the accelerated program initiated to comply with the necessities of the United States Naval program. Undergraduates were now able to continue their course of study uninterruptedly through the summer months, and the first students to break with the traditional autumn opening were those who returned in July, 1943 for the summer term. Acceleration created curricular, disciplinary and personal problems. Perhaps the main difficulty which resulted from voluntary acceleration was the confusion in curriculum and semester status. For the last two years there have been three graduating classes each college year. One term has scarcely ended before the next one was under way. Administration, faculty, and students have felt the strain of this tempo. Yet it is apparent that Middlebury College proved it could stand the strain and still maintain its high quality, since it was signally honored by the Navy Department's MARK OF COMMENDATION.

The advent of the Navy V-12 program brought to Middlebury another blue-and-white tradition. These military trainees, together with the civilian men fortunate enough to continue their education a while longer, contributed to the social life. The V-12 Unit contributed as the Navy permitted, giving a large Navy Formal each term, and adding color and atmosphere to the campus with their Reviews. The impetus for further social activity came from the women, and because of numerous and timely interests they preferred to put the emphasis on informal gatherings, dances, dorm parties, teas and bond rallies.

Many positions that had previously been considered men's prerogatives became the responsibilities of the women if campus activities and traditions were to continue. For the first time, in 1943–44, a woman was named "Campus" editor. This arrangement has continued until with the incoming board for 1946 co-editors, a man and a woman, have been elected. This move may be indicative of a shift back to masculine domination. The "Campus," as well as the "Kaleidoscope," does not seem to have suffered from feminine influence during these years. The quality of each has been very substantial. The "Campus" rating among the collegiate newspapers in America has been commendably high.

Group organizations similarly were subjected to feminine guidance, and even the Cultural Conference was directed by a member from the Women's College these last three years. In spite of these heavier campus citizen duties, the women's sympathies have reflected a decided move toward humanitarian interests. Many reacted against the ivory tower atmosphere of college life during one of the most dynamic wars in history, and sought to serve the community in which they lived. A great deal of social service work is done by Forum Club through the agency of the Community House. Groups in arts and crafts, dancing, and story-telling draw their leadership from this organization. They provide Christmas parties for youngsters who would have otherwise had no holiday celebrations. They have started and are running very successfully a Forum Thrift Shop. For this enterprise used clothing is collected from the students and faculty families and sold at modest prices. The supply never satisfies the demand as many local and rural families take advantage of these offerings. The benefits can be doubled since the money paid for these articles is used by Forum to give further service to those in actual need. A few of the girls even do case work under supervision. The war activities of the women were necessarily restricted to financial drives to which they responded generously, and to Red Cross and Nurse's Aide work to which they gave considerable time.

It would seem that academic interests also accelerated and the students became eager to find out through their courses in Political Science, Economics, and History just what makes "the wheels go round." In a practical way they followed through with this knowledge in their self-organized discussion groups. Three outstanding new forum-type groups were organized during the last

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three years, all drawing from the Cultural Conference for their inception. There is the Inter-Faith group, the only religious group now on campus; the Student Action Assembly, affiliated with the national organization, and the Humanities group. These have regular panel discussions on pertinent national and international problems, sometimes drawing from the faculty for participation in their discussions, but always under student leadership.

The Cultural Conference, which stimulated these attempts of the students to co-ordinate ideas, was started in 1943 by a group of faculty and students. It was their aim to bring together at Middlebury a group of outstanding speakers who would discuss world problems in open panels. The three previous Conferences have been enhearteningly successful. The students have generated a keen enthusiasm in the meetings, and the speakers have skilfully clarified the topics under discussions. Some of the personalities—and all people of note—who have brought distinction to these Middlebury Cultural Conferences are: Mordecai Ezekiel, brilliant Washington Economist and a member of the brain-trust; F. O. Matthiessen, literary critic and teacher at Harvard University; Rockwell Kent, artist; Granville Hicks, critical author; Alexander I. Petrunkevitch, world-famous Zoologist of Yale University; Frederick L. Schuman, Professor of Political Science, Williams College; David L. Thomson, Dean of the Faculty of Graduate Studies and Research, McGill University; George N. Shuster, President, Hunter College. The Cultural Conference is fast becoming another Middlebury tradition, contributing richly to the intellectual progressiveness and educational recognition of our college.

The students these days are a serious group in the main. They definitely feel that they should leave the college prepared to meet the competition in the outside world. They are seeking "their place in the sun." They want economic security and they want to get it doing the things for which their talents and training have prepared them. Whereas ten years ago a large per cent of the graduating class prepared for the teaching profession, now only 3 to 4 per cent go into that field, regardless of the fact that the opportunities have never been so numerous nor so financially attractive. The various opportunities that opened to women because of war demands on man-power encouraged women to enter new fields. Aviation, advertising, journalism, radio and business are all being sought by the college graduate. They have been quick to see the importance of science in this modern world and many are training in Chemistry, Physics and Biology preparing for laboratory and research positions. Their fields of interests have broadened as their opportunities increased.

A group of over 500 women cannot live together without their windmill tilts, and not the least of these is their search to find an answer to the perplexing sorority question. There are those who claim they are maintained no longer in the best interests of Middlebury. But there is a counter desire on the part of the sororities to justify themselves and show faith in the ideals and purposes of their traditional organizations.

A more vital problem to the Women's College has been and still is one of enrollment. As the Men's College decreased in numbers, the slack was taken up by the Women's College in order to keep the facilities of the physical plant at normal pace. In the fall of 1944 when the Navy cut its unit from 500 to 300, concentrating them in Gifford Hall, then, indeed, the burden of filling the dormitories was placed on the Women's College. This problem was not a difficult one to meet as our applications for admission have increased out of all propor-

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Forest Hall

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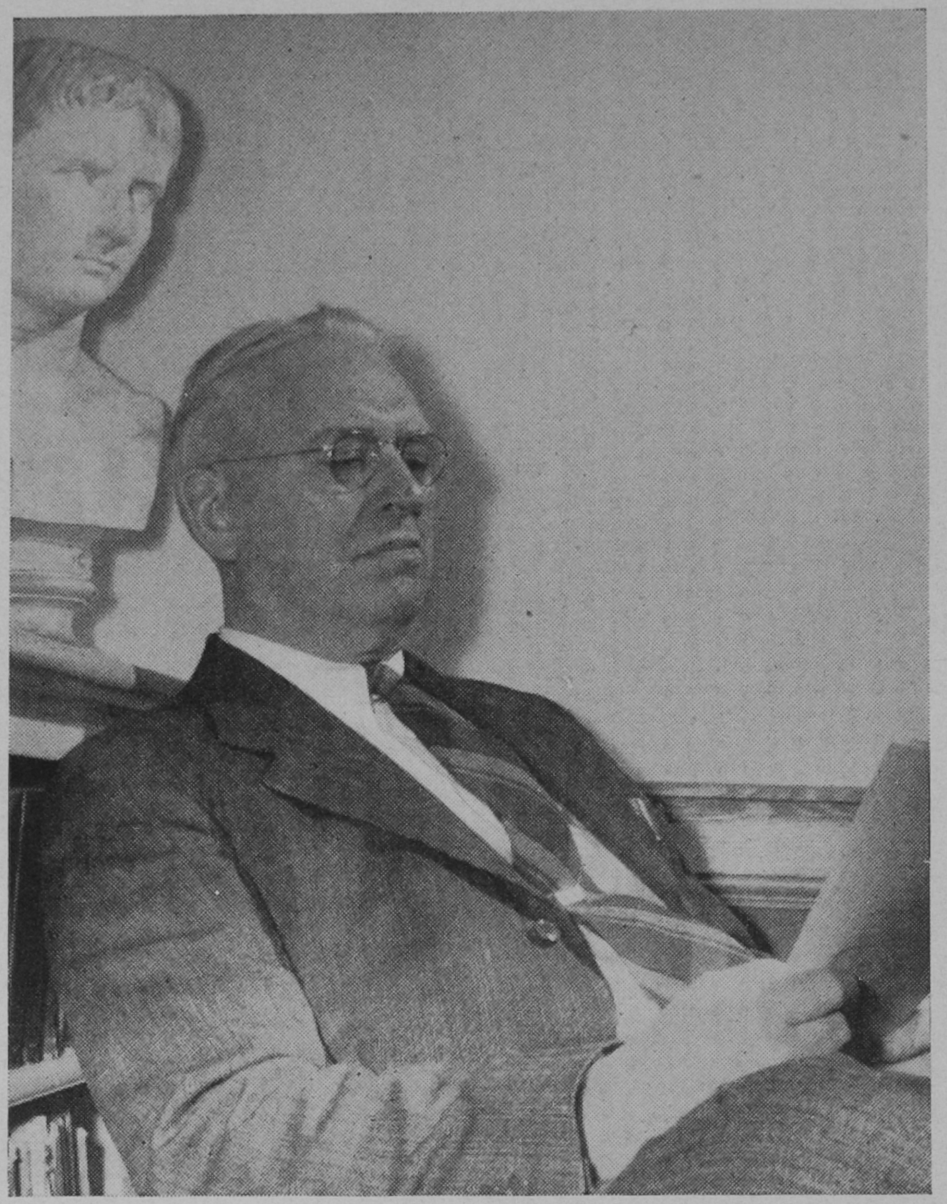
The War and the Curriculum

By Raymond H. White, *Professor of Latin, Dean of the Faculty*



Professor White

TERRILL

The news of the Japanese attack upon Pearl Harbor on that fateful day in 1941 came with as great a shock to the faculty and administration of the college as it did to the country generally. Everyone at Middlebury was, of course, eager to do everything possible to help, but all had a feeling of helplessness as to just how that patriotic desire was to be given definite and effective form. All knew that the men's college would be depleted as the government drafted men for the war. The first problem was to prepare the men, while still in college, for the duties they would have when they joined the armed forces. The nation's colleges, therefore, appealed to both the Army and the Navy for advice, with the result that meetings of college representatives with those of the two branches of our armed forces were held for discussion of the problem. Former Dean Womack, a member of the Curriculum Committee, attended several of these meetings, and brought back some definite suggestions, more particularly from the Navy, whose organization was at that moment far more advanced than that of the Army.

It was quite plain, as was to be expected, that the emphasis in preparation must be along more technical lines, particularly in the fields of Physics, Mathematics, and Chemistry, and that the Army and Navy would need the help of the colleges and universities.

Curriculum changes to provide this were of two kinds. There were many courses already offered, which, with slight changes in content and emphasis, would serve the war purpose. In addition to these, several departments offered new courses designed to provide some of the technical training anticipated as necessary. Some of these, as contained in a special mimeographed supplement to the regular courses, proved to be of sufficient worth and were later incorporated into the catalogue of June, 1942, with a special designation to keep them from being confused with the approved courses of the regular curriculum.

At this same time, that is, during the winter and spring of 1942, many of the colleges had changed over from the peace-time two-semester system to a round-the-year three-term arrangement, while others, among them Middlebury, were attempting to preserve the two-semester plan and yet effect acceleration for the students who desired it by a lengthened summer session. Middlebury, early in 1942, thus announced a Summer Session in Science to run for twelve weeks with course credits the same as for the regular semesters. The college year was closed at the end of May to provide the necessary time for the Summer Session.

The establishment at that time of what was a conservative form of a three-term system was to prove of great help when the College was chosen in 1943 for a V-12 Navy Unit. The Navy required a three-term system for all V-12 units, and when the Navy men arrived on July 1, 1943, our problem was the relatively simple one of adjusting the dates for the beginnings of the three terms. It should be said here in passing that a round-the-year system like this was admirable for the emergency, but is otherwise unsuited to produce the best results and is now being discarded by most colleges and universities.

The integration of the V-12 program with that of the regular curriculum meant further changes and problems. A Navy man, if properly qualified, might enroll in any course of the regular curriculum, while at the same time certain specified courses in Physics, Mathematics, Mechanical Drawing, English, and History were required by the Navy for all their trainees. The organization of these courses and their standardization with those being given in other colleges with V-12 units were the cause of much uncertainty and anxiety to the teaching staff as the Navy had indicated their content in very vague terms. In retrospect, one may say that the curriculum problem of providing the necessary courses for a women's college, a reduced civilian men's college, and the Navy Unit worked out in a very satisfactory manner.

Much of the credit for this was due to the wonderful spirit of cooperation shown by the faculty, a number of whom, released in some cases from courses in their own departments, turned to help out in Physics, Mathematics, and English, although this meant for those in Physics and Mathematics the taking of refresher courses and the teaching of subjects quite removed from those in which they had been trained. It should also be said in justice to them that the compensation received for this was admittedly inadequate and would have been scornfully refused by a union worker on a war job. Additional instructors needed for these courses were secured from outside, but, to the members of its regular staff who patiently adapted themselves to continuous and inevitable changes, the college owes a debt which cannot be repaid.

Previous to the outbreak of the war, the college in an effort to better coordinate in the student's mind the varied courses of the curriculum, had instituted, and for several years carried on with success, the General Examination in a particular field for each graduating student. Some difficulties connected with an efficient preparation for and administration of the examination had not been overcome at the time when it had to be suspended because of the curriculum changes caused by the war. The value of the examination was, however, apparent to all, and the college planned to resume it as soon as conditions would permit. The re-establishment of the examination is, at the time of writing, under consideration.

One problem at present occupying the attention of the College Administration is that of the returning veterans. Difficult as this is in other respects, it is, from the viewpoint of curriculum, a special and temporary matter not affecting long-range curriculum policy. The college has already set up a committee and adopted a system of procedure flexible enough to make it certain that veterans suitably qualified, and desiring to pursue college work leading to a degree, may do so.

The experiences of the colleges and universities during the war, and the impetus given by it to technical and specialized training in contrast to broader and more general education, has impelled the institutions of liberal arts to a thorough self-examination as to both methods of procedure and objective in the educational world of the future. Clarification of these matters can come only out of a broad understanding of the changes that have occurred, not merely during the Second World War, but also during the last fifty years or more. The areas of human knowledge have so vastly and constantly expanded and deepened in that period, in large measure by the successive partition of an initial few fields into a large number of subjects tending more and more to detailed specialization, that disintegration is perhaps not too strong a word to describe the process.

This has, of course, been reflected exactly in the changes that have occurred in the college curriculum. The system, or lack of it, resulting from such a process, if left to itself, would cease to educate individuals as men and train them to be merely robots, as, in fact, the Nazi training did. One can truly say that if democracy is to survive, a grave responsibility rests upon the liberal arts colleges to reintegrate human knowledge in its main outlines—a task all the more difficult in contrast to merely technical training, because it deals with intangibles. This is the problem under discussion in practically every college and university in the country.

What shall a college like Middlebury do about it? Without being presumptuous enough to suggest an answer, it may be said that this college, like many others, has already done something about it in its institution several years ago of the General Examination in a special field of knowledge, but that it has not yet gone far enough.

To the consideration of this curriculum of the future, an approach is suggested that may be helpful in clarifying the thought put into its formation. The courses offered by the college are, so to speak, the building-blocks of the curriculum. Work in them is in the main factual and each course ends with an examination, the object of which is to test how well the material has been appropriated and assimilated, but any course taken by itself is educationally only a fragment.

The next step is the selection of a major subject represented in the curriculum by one of the departments of instruction, and the successful completion of a number of related courses as specified by a given department. This should be followed by the General Examination to which reference has already been made. This examination, although based upon the factual material of the courses taken to complete the major

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Middlebury in the Theatres of Operation

By REGINALD L. COOK, '24, *Professor of American Literature*

"But Johnie had a bright sword by his side."
Johnie Armstrong—An Old English Ballad

WHETHER the sword symbolizes—liberty, justice, freedom from oppression—approximately 1369 Middlebury alumni and 77 Middlebury alumnae carried it by their side. They were military sword-bearers. Some grasped the sword because they were natural fighters. Some wore the sword because they reasoned that war was inevitable. And some took up the sword because they were loyal. There were probably other and more personal motives for entering the service, but these motives will suffice. They are indicative of moods and tendencies.

In civilian as well as in military activities there were also many Middlebury graduates, who, although they did not participate directly in the sober combat areas, helped forge the sword. Their psychological responses were emphatic; their sufferings were vicarious but very real. Some of these were fathers and mothers of our men who did not return. It is to them we wish first to refer. "We treasured his every success and lived in his life and had gone on confidently believing we could rejoice in his progress as long as life was left to us," wrote one father of his pilot-son, killed in an untoward accident in the early months of the war. "His going leaves us feeling very old and tired and seemingly utterly unable to take up the challenge of his young life to live to the fullest of our ability our own remaining years." This is how it is! Multiply it by 56 Middlebury men lost in and out of action, and only the unimaginative and insensible will be unable to share this father's emotion. To all those in direct or indirect relationship with Middlebury who have experienced "the life's loss out of earth when the living vanish" our first thought is an expression of sympathy. In his poem "The Soldier", Robert Frost has expressed the greater significance of these Middlebury men who were our friends and classmates and fellow students and fraternity brothers and team mates.

He is that fallen lance that lies as hurled,
That lies unlifted now, come dew, come rust,
But still lies pointed as it plowed the dust.

. . .   .

But this we know, the obstacle that checked
And tripped the body, shot the spirit on
Further than target ever showed or shone.

Our next expression is one of gratitude to those who voluntarily or involuntarily responded and stood their tasks with devotion. "There's not to reason why There's but to do or die." At home we observed with incredulous eyes the rapidity with which our nation forged a fighting machine. The anxiety of the early days in 1942, the remarkable over-the-top military production in 1944, and the stepped-up excitement when we closed in for the kill during 1945, were only emotional reactions. Back of the anxiety, the prodigious productivity, and the final grim assaults was the brilliant planning. When I once told a G. I. veteran of Tunis and Italian campaigns I had heard his commanding officers (Bradley, Patch, Patton, et al) were pretty brilliant he replied, I think, for all men in all theatres: "You aren't kidding!" Our soldiers and sailors and marines were well led and there is one sound reason. In addition to America's ability to utilize its national resources in creating "the arsenal of democracy," we demonstrated a further ability *in command*.

In their own units Middlebury men represented the delegated aspect of this command. Nearly two-thirds of our men and women in the various services were officers. As representative of the type of Middlebury leadership, I select a letter from the North African theatre in which a young lieutenant (Midd '40) described an event that has a double significance. "About midway of our first campaign (in the Tunisian area Col. Ingersoll described in "The Battle is the Pay-Off") we had about a dozen men with bad feet. I had a chance to relieve half of these with fresh men so I called them over, told them about it and picked those that were in the poorest shape. I told the others they could go and gave the rest instructions to pack up to go to the rest area. The lucky ones, those who were to go back, didn't move. It seemed that I was wrong. None of them had any really bad blisters and each was positive that the next man was the one that should go back.

"Now and then I tell them that the job is apt to

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Prof. R. L. Cook and Lt. C. W. Fulton, '42 TERRILL

be tough and they say, That's O.K., Lt., anywhere you go is right by us. There isn't a man in the world that wouldn't follow those men anywhere." There you have it: the democratic ideal in action. Then the lieutenant added: "This is half of the story, the other half is that very few of these men would ever have been 'Midd' boys. They wouldn't have been acceptable. Many of them would have been regarded as inferior back in the 'States'. I thought that, too—but no longer. We all have an abundance of faults, but most of us have a little good somewhere. We found that good over here—each man a part of something big. Find it at home, too. America is a great country, but it is just a part." This seems pretty true, that the moral courage which makes deeds has no special breeding ground, and that the bigness of which America is a part is what Wendell Willkie and a few others wanted us to realize in the term "one world". The lieutenant has his counterpart in the commentary of another Middlebury lieutenant who supervised Negro troops. "My work with the Negro troops has been definitely an education for me, as it was supposed to have been for them," he wrote. Interesting that the college man is always on the receiving end; he learns from everything. If this is what Middlebury inculcates in its graduates it is doing all right. What do you think?

Another tendency in the reports from the Middlebury boys in the service indicated a rare pride in what they were doing, whether on convoy duty darting through the sea in P T boats, making bombing runs, handling ack-ack guns, footslogging over impossible terrain, or serving on LST boats. An executive officer on one of the latter wrote from the Pacific theatre: "I wouldn't exchange this experience for anything in the world. Much as I love Midd and all the things back home I want to go through this and miss as little as possible."

A further tendency is the versatility and ubiquity of the Middlebury men in the service. They were literally everywhere—in every theatre of operation, at Okinawa and Kwajalein and Bastogne and Salerno, at D-day over Normandy, at Berchtesgaden and Manila, at Iwo Jima and the Kasserine Pass, at Cassino and in the Aleutians. They were attached to the staff of Stars and Stripes, visited Picasso at his Parisian salon, were aboard the Enterprise maneuvering in the South Seas when it was the last flat-top afloat after the Battle of the Coral Seas, saw Ernest Hemingway, watched Ted Williams sock the ball at Honolulu, acted in impromptu shows for diversion, and it is to be presumed were on the deck of the Missouri when the Japanese signed the formal surrender. (*Continued on page 20*)

Middlebury People Who Served

ALUMNI

Navy:	
Officers	382
Enlisted Men	71
Rank unknown	46
Total	499
Army:	
Officers	203
Enlisted Men	315
Total	518
Army Air Corps:	
Officers	108
Enlisted Men	156
Rank Unknown	7
Total	271
Marines:	
Officers	32
Enlisted Men	25
Total	57
Coast Guard:	
Officers	9
Enlisted Men	13
Total	22
Merchant Marines:	
Enlisted Men	1
Field Service	1
GRAND TOTAL	1369

ALUMNAE

Coast Guard (Spars)		3
Officers	1	
Enlisted	2	
Marine Corps		1
Officers	1	
Army Nurse Corps		4
Officers	4	
Army Dietitians		3
Officers	3	
Women's Army Corps		15
Officers	5	
Enlisted	10	
United States Naval Reserve (Waves)		36
Officers	22	
Enlisted	14	
Signal Corps (Civilian)		15
Total Military		62
Total Civilian		15
GRAND TOTAL		77

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Physical Education Program

By THE EDITOR

TERRILL

Coach Brown and Mr. R. R. Sheehan, '44

WHEN the United States began to organize for war and to call out large numbers of young men, many of the new additions to Uncle Sam's Armed Forces were found to be physically unprepared for service except after much training. Departments of Physical Education were sharply criticized for this situation. Much of the criticism applied to colleges where it was obvious that while a few of the students were well trained many others had received only a little training. During the war, people connected with physical training and athletics, all agreed that with the peace a more complete training should be given to college men. With the start of the post-war period, the Department of Physical Education at Middlebury is taking the needed corrective measures by forming a program which gives the most complete physical education to all men. However, the department is finding it difficult to work out this program which includes fundamental basic training and vigorous team competition. This is due to lack of a suitable gymnasium containing the necessary facilities to make the program a success. The inadequacies of McCullough Gymnasium and the need for a modern first-class gym with more floor space and better facilities was felt, especially during the war when Navy V-12 students were preparing for the rigors of sea duty and civilian students were getting into condition for volunteer duty or induction into the Army.

Speaking of the program, Professor Arthur M. Brown, Head of the Department of Physical Education, says, "We are concerned primarily not in men taking Physical Education for a certain number of semesters for the purpose of securing so many credits in Physical Education, but rather in having them acquire an interest and appreciation of the value of physical activity in their lives. This obviously calls for a happy, satisfying experience in Physical Education. It involves the acquisition of recreational skills, as one usually enjoys the things in which one excels. It must provide the opportunity to compete in a fine way with one's fellows, as here is frequently found the source of some of life's greatest satisfactions.

"The program must demand also a high degree of physical fitness, not for one or two years, but throughout the student's college career. The need for a way of life, characterized by hygienic habits including vigorous exercise and participation of greater numbers of undergraduates in competitive athletics, is not only obvious but attested by the findings of doctors in their examinations of men for the Army and Navy during the war.

"Our aim is to have every man acquire some recreational skill and participate in competitive athletics because, while a member of a team, he learns to think under pressure, to adjust quickly to changing conditions, to exercise judgment, to respect teammates and opponents, and to strive for a common cause in addition to gaining physical strength and fitness," concludes Coach Brown.

In order to give all undergraduates a chance to become members of a team, a reorganization of prewar sports is taking place with plans being made for varsity, junior varsity, freshman, and intramural teams in all sports. In most cases, as the strength and ability of the undergraduate improves, he will be advanced either to the varsity or to a team nearer in rank to the varsity. Even if he never becomes a member of a varsity team, he will have had an opportunity to play on a team or teams with one or more groups and will have benefited by the training and contacts made.

During the war, participation in competitive athletics was stressed despite the shortage of coaching talent, a shortage which made the forming of freshman and certain other teams inadvisable. However, a full schedule was met each year in varsity basketball, baseball, and skiing. Football players worked out on Porter Field each Fall; they played abbreviated schedules seasonally with the exception of 1943 when it was deemed wise

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by college authorities to follow the decision of many other colleges to cancel football. However, despite the many difficulties involved, a full intramural program of competitive athletics was participated in by all members of the men's student body. With the start of the first post-war term on Oct. 15, the Navy V-12 Unit departed and the campus began its reconversion to normalcy with plans being made to put into action at once the new physical education program and the resumption of all pre-war sports.

Former and new student veterans returning from Pacific and European wars, to start or continue their course of study, show a great interest in enjoying the time allocated to physical conditioning and recreation by participating in varsity, junior varsity, and intramural sports. At the present time, nearly sixty per cent of the varsity basketball and ski team members are combat veterans and a large number of ex-servicemen are members of intramural teams. As an illustration of the type of men who will make up Middlebury teams in the next few years, nine of the eighteen members of this season's basketball squad are ex-servicemen. Only one ever won a letter. Russ Dale played center before becoming a glider pilot in the Army Air Corps in 1942. Now that he has returned to college after three years in the service, he has been named captain of the team at the age of twenty-five.

In addition to the wartime and present intramural teams in football, touch football, basketball, baseball, softball, badminton, and hockey, track will be engaged in and tennis played intramurally this Spring for the first time since 1942. The varsity basketball, baseball, and ski teams have had full schedules throughout the war, with the skiers winning first place in the 35th Annual Dartmouth Winter Carnival ski meet last year.

McCullough Gymnasium

For the remainder of the current year and the fall of 1946, freshmen will be allowed to continue the wartime practice of playing on varsity and junior varsity teams. However, with the start of the 1946–1947 winter sports program, first year teams will be established in all sports.

Freshman, junior varsity, varsity, and intramural teams in such pre-war sports as football, basketball, hockey, skiing, baseball, fencing, tennis, track, cross country, and golf will play an active part in the present post-war physical education program.

Students will be given an opportunity to play golf on an intramural, varsity, junior varsity, or freshman team basis when the present plans of the college to lease the nine-hole Middlebury Country Club course materializes. It is expected that the course will be leased before the end of the current college year, but will not be ready before early Fall for use, as a great deal of work has to be done in getting the course into shape after three years of idleness. Nevertheless, plans call for a varsity golf team this Spring which will practice and play their home games on Rutland or Burlington courses.

During the past two years, Professor Brown coached all the teams and directed the Physical Education Department as well. He was assisted in the fall of 1944 by Chief Specialists Pete Dranginis and Charley Laird of the Navy V-12 unit who coached football, and again during the same year when Chief Specialist Johnny Acropolis coached the basketball quintet. Chief Dranginis also coached the ski teams in 1943 and 1944.

At the present time, the Physical Education Department instructing and coaching staff is being reorganized and being made ready for participation in the stepped-up physical education program. Former instructors and coaches, now in either the Army or the Navy may return before long from the service. A few new men have been assigned physical education duties such as Bob Sheehan, former ski team captain, who returned to Middlebury in November after piloting a naval plane for three years to accept the position as an assistant

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PRESIDENT'S PAGE

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ing low interest rates. In 1934, our endowment income was 43% of total income. In the fiscal year 1942, it was 31% of total income. The percentage of endowment income to total income was much lower when the Navy Unit was here because of the total income resulting from Naval students. Accompanying this decrease in endowment income has been an increase in all operating costs. Costs of materials and equipment have gone up. Wages of employees have been increased and salaries of many of the faculty below the rank of full professor have also been increased. The wage and salary increases have been very modest and urgently need further upward revision. Unfortunately, only a very large increase in endowment could meet this increase. It would take over one million dollars to provide an income of $30,000 and such an amount spread over the salaries of all faculty and administrative offices, secretaries, and other employees would be far from adequate to meet our needs. No matter how desirable more endowment would be, it does not seem feasible to look for a complete solution of our financial problem from such sources in the immediate future. Addition to our physical plant is another crucial need which must be met in the near future. The young men and women we want to attract to the college are, for the most part, accustomed to physical education and athletic facilities far superior to those which we have to offer. Even the smaller High Schools now typically have better equipment for physical education and for sports than we possess. From the point of view of parents, and quite properly so, one of the principal advantages of the small college is the opportunity for all-round development and growth and surely such well-balanced development most certainly includes opportunity for healthy, active participation in intramural and intercollegiate sports. In short, our ability to continue to compete with other New England colleges in the selection of students and for graduating well-rounded, healthy, and intelligent young people depends, I believe, on bringing our athletic facilities for men and women up to a par with our educational and dormitory facilities. Of course, we have other physical needs not much less pressing. In time, our smaller houses should be replaced by a new dormitory for women. And if we are to house our men students adequately on the campus there should be an additional dormitory for men. Rome was not built in a day so I refrain from elaborating on the desirability of a Student Union Building and a Fine Arts Center.

Our financial needs in the immediate future are then twofold. We urgently need funds for new athletic facilities for men and women students. We urgently need larger income to provide for increased cost of operation and particularly for a higher schedule of faculty salaries. It is not possible to give priority to either one of these needs. Both must be made without postponement. Funds for a new Gymnasium and for endowment to prevent the maintenance of such a building from becoming a charge against current income must come from gifts from friends and graduates of the college. There can be no other source. Increased income from operation must be the joint result of economical management and higher charges for tuition and for board and room. The latter solution will be studied carefully by the Trustees and must be worked out in such a way that we shall not deprive deserving students of attending Middlebury. We cannot, however, maintain our standards and continue to receive less from students than do colleges of similar standards and reputation.

The physical addition to our plant must be provided by the generosity and sacrifice of every Middlebury man and woman. When the time comes for testing the loyalty and devotion of the Middlebury family we shall not fail.

THE MEN

(*Continued from page 7*)

many others with similar combat records; one, for instance, who was blown out of a foxhole at Cassino and a buddy beside him killed; he was taken to a hospital which was immediately bombed out and the boy in the next bed killed; another who participated in 51 missions over enemy targets and 8 major campaigns, and once ditched in the Adriatic Sea in a B-24; another who flew 70 combat missions in the South Pacific; another who scored two direct hits on a Kongo class Battleship and managed to maneuver out of the smothering flak; several who were prisoners of war in Germany and had appalling experiences; several returning as students who have been instructors for two or three years; one who spent four months fighting with Italian partisans in Italy and escaped from Italy in a rowboat, rowing the ninety miles to Corsica in four days.

The married veterans are another distinct group. The wives seemed to have usurped the disciplinary responsibilities. But locating suitable rentals for them has become a half-time business for the college. On a small scale, Middlebury is experiencing the same difficulty as any city, primarily because a considerable number of faculty members and outsiders, during the last five years, have elected the town as a desirable site for retirement and taken over the first choice in houses; secondarily, because minor industries have moved into the area. Fifteen married veterans were taken care of during the first semester, and the number will be more than doubled in February. To accommodate the new influx, the college is taking over all of the new apartments in the reconstructed Sargent House on Court Street and the Gables on Weybridge Street. To date, no married veterans, who were former students, have been turned away, but that record cannot be maintained for long. The town is reaching its absorption point.

The advisers and court of appeal for the ex-servicemen are the faculty Veterans Affairs Committee, which works closely with the Dean's Office in any matters ranging from service training credits to plumbing for apartments. The Committee has also devised six and seven semester plans whereby veterans may finish their college work in a minimum length of time. Their task has been the essential one of helping the veterans to adjust themselves to civilian life and adjusting the curriculum to fit the individuals.

It is impossible to predict how the veterans will react to Middlebury after the novelty has worn off. Unsettlement is in the educational atmosphere throughout the country, and the servicemen will undoubtedly absorb it in due time, but for the present their seriousness of purpose is having a salutory effect on the rest of the student body. They will be alumni of whom we may be justly proud. A healthy social organization is needed in the men's college, and already preliminary action has been taken to reestablish fraternity groups.

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Actually on every men's campus there is a strange mixture of civilian students (and a few veterans) eager to preserve for 1950 the old collegiate hokum of 1930, and the adults who will have nothing to do with it. To date at Middlebury the two opposites have been entirely compatible, principally our of deference to the maturity of the veterans. There are as many small-scale divergent interests represented on the campus as one would find in a congress of political parties. And the campus undoubtedly holds together compatibly because of the variety of objectives. There is unity in the division. How long it will last no one guesses.

Between 1941 and 1945 about 200 students withdrew from college specifically to enter the armed forces. A large number of them have already returned. In addition some 500 withdrew during the same period for unspecified reasons. It is this group of 700 men who, as they return, will be the most reliable undergraduate rebuilders of the men's college. Our greatest difficulty at present lies in finding accommodations for the great number of students who wish to come to Middlebury. There were 38 last summer, 151 during the first semester of this year; there will be about 270 next semester, and next fall at least 400 if fraternity houses are reopened to provide adequate dining facilities. Six months ago alumni, trustees, administration, and faculty were all concerned about "bringing the men's college back." The men's college is back. We can probably stand the strain of crowding now, but the real test for the men's college will come in the early 1950's when colleges are back to a competitive basis and government subsidy is running out. The support of alumni is needed now; it will be needed more then.

NAVY AT MIDDLEBURY

(*Continued from page 9*)

realized in a greater degree why they were in college training.

The faculty, nearly everyone of whom had navy men in some of their classes, carried an average load of fifteen hours; of the faculty with laboratories carried an average of twenty hours. Due to the men and the courses, there was more testing than in the usual classes, in order to keep a more constant watch on the men's progress. At one time or another, the Physics Department added other faculty members from Biology, Chemistry, English, French, Physical Education, Philosophy, Sociology, and Education, in addition to two full-time men and three part-time assistants. Mathematics used men from American Literature, Chemistry, and Philosophy, in addition to a full staff of four men. English had men from American Literature, Greek, Drama, and Latin, besides their full staff of five and two part-time persons.

The records show that when classes started in November of 1943, there were 74 civilian men, 275 women, and 499 Navy men. The faculty numbered 78 and taught 212 classes and sections for civilians and 109 classes, sections and laboratories, for the Navy. These Navy classes were not, however, the same as had been taught in the July term. The first term men were now in their second term and an equal number of new men were starting term one. This doubled the number of classes in Drawing, English, History, Mathematics, and Physics, and accounts for the peak size of the faculty.

The Navy quota remained at approximately five hundred men in the March term, but there was a great change of personnel. Two hundred and fifty men left the unit, the largest number being V-5's who were allowed only two terms of college and a lesser number were men who had had previous college. The two hundred and forty-three new arrivals were men from the fleet and new draftees. The men who remained were now ready for term three which again called for a new curriculum of courses in which Chemistry, a new History course, two new Mathematics courses, and a new advanced Physics course were required. Again, there was a shift of faculty as some men returned to their own departments and others took on new courses. The total number of civilians and navy remained about the same.

By July of 1944, the unit had shrunk to 447 men, fresh from civilian life. This gave a number of the faculty a breather as only fifty-nine members taught that summer. Those teaching had, however, a new fourth-term Navy curriculum in which Psychology replaced History and some third-term subjects became more advanced.

During the summer of 1944, the Navy announced a 25% reduction of quota and the college started the fall term with a unit of two hundred and ninety-nine men, nearly all taking second and third-term subjects. The civilian enrollment, however, was increased. The women's college took over Hepburn Hall from the Navy and more regular faculty returned to their departments. Faculty 75, civilian men 71, civilian women 520.

March, 1944, saw the unit reduced to two hundred and nineteen students, with a possibility that the Navy would withdraw the following July. Middlebury was definitely becoming a civilian college again, with a number of civilian men and former servicemen entering freshman and upper classes.

Although V-E day indicated that V-12 trainees would not be needed in such great numbers, the Navy, concerned with the Pacific conflict, continued a unit of 198 men for the July term. The civilian students, however, were tired of acceleration and only 74 of them enrolled for the summer.

And so in late October, 1945, the V-12 Unit left the Middlebury campus after a continuous residence of twenty-eight months during which time approximately 1200 men from 20 different states had attended classes for a period of from one to six terms.

THE WOMEN'S COLLEGE

(*Continued from page 11*)

tion to the pre-war years. In the fall of 1944 200 freshmen women and 20 transfers were admitted. This made an all-time high of 520 women students on campus. But in 1945 this number was increased to 551 women. Staggering as the number of applications for admission was for the class entering in 1945, this total is now being surpassed. At the end of December 1945 there were as many applications on file for the fall of 1946 as there had been in the previous March for the fall of 1945. But because of the rapid increase in the Men's College, it will be necessary to accept a much smaller class for 1946. The plan now will be to decrease the Women's College to its pre-war size of approximately 400 while the Men's College will be re-stabilized at its pre-war size as soon as possible. This hoped-for stabilization seems possible sooner than expected as the influx of veterans returning to the campus testifies. Thus, there is a further problem at Middlebury, and the competition for admission to the Women's College remains keen.

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THE WAR AND THE CURRICULUM

(*Continued from page* 13)

subject, is not a review of course material, but a test of whether the student has reached an understanding of the broad and fundamental implications of that field and of the vital interconnection of all material in it. The field chosen for major and general examination will naturally be one in which the student is interested and presumably will be an area of knowledge useful in acquiring material basic to his life occupation.

The final step is the coordination, insofar as possible, of all the fields of human knowledge as represented by the total of the courses of the curriculum, and the acquisition of a clear conception of the genesis and evolution of the basic scientific, political, economic, and social ideas inherent in our democratic way of life. How this is to be done is a matter to be considered seriously for the democratic education of the future. Although this step has here been stated logically as a third one following the other two, it does not at all mean that it must in practice be sequential to them. It is quite probable that it should go concurrently with them.

Finally, to summarize briefly the curriculum and the war: first, the war necessitated not only certain changes to meet an emergency, but also the temporary relinquishment of some procedures already operative in the pre-war period; second, and more important, it has challenged the colleges to a clarification of their mission and put upon us a grave responsibility in the educational function we must perform in the democracy of the future.

MIDDLEBURY IN THE THEATRES OF OPERATION

(*Continued from page* 15)

They have flown over Tokyo, attended the American Services University at Shrivenham, trekked to Berlin, hidden with the Maquis in the Maritime Alps, experimented with radar, crashed, suffered from privation, been wounded and escaped from prisons, and fought and lived to fight another day. Many received honors; 4.1% gave their lives.

In a war that marked the introduction of flame-throwers, radar, rocket bombs, jet planes and atomic bombs, the experiences of these men are incredible. I listened to Middlebury veterans talk for three hours at a club meeting. Three had been in prison camps; one had trudged 1,000 miles over Germany while the Russian, English and American armies cornered Nazi troops in defense pockets. Another had escaped from the Germans in Italy and made his way into France with the help of Italian sympathizers. A third had been in a prison camp for over a year. The other two had steadily flown missions over the Pacific. All talked freely but they did not want to live solely in their memories. Life is a matter of decision and ambitions to them. And this is another tendency: the rapid adjustment and mature poise with which they take up civilian duties. They are now back in college, one at twenty-six with gray hair (he was shot at continuously by German prison guards while parachuting from 26,000 feet), and what they want to know is where is man's unity of purpose in peace to compare with man's unity of purpose in war?

It is unfair to stress unduly the positive side of the response of these Middlebury men in the service. Some were unhappy and felt the abuses of service: the 'hurry up and wait' attitude in the Army, the inefficiency of the naval program, the graft in the Merchant Marine, the sickening brutality of war on the Pacific Island engagements when the tidewater ran red from the decimated attack waves. At least two letters received were graphic arraignments of the whole bloody mess. All I can say is, in paraphrase of Walt Whitman, 'they were the men, they suffered, they were there.' And I should like to add, these were valorous men in their own right. They know more about the actual thing than any of us will ever know because you can't get into another man's skin, and feel what he feels. You can only imagine that you feel what he felt. "It takes two to tell the truth," Thoreau reminds us, "one to tell and one to hear it." I think the truth must be found in the reconciliation of these two attitudes: the attitude of the one who saw the fighting had to be done now and in the attitude of the other who thought the cost of all wars was too high.

I cannot possibly make a complete summary for these men but I should add a closing commentary, that we at home will probably never know exactly how it was—neither words nor pictures will ever do. The pictures were remarkable as we recall in the brilliant cinematographic records of The Fighting Lady, To the Shores of Iwo Jima, The True Glory, and Desert Victory, and in the less objective pictures of the professional painters like Paul Sample, Aaron Bohrod, Fletcher Martin, Ogden Pleissner. The words are skilful and vivid also as we grasped their meaning in the writings of John Hersey, Robert Sherrod and Ernie Pyle. But even these two fine sources of information are never the same as the voices, the handshakes, the look in the face, the humor, the sincerity, the tough resiliency, and the good will in the hearts of Middlebury men. Most of them are back again. To them we no longer say 'good hunting', but 'good living, fellows.'

PHYSICAL EDUCATION PROGRAM

(*Continued from page* 17)

to Professor Brown and coach of the women's ski team. Joe Jones, veteran ski trooper of Aleutian combat, is ski coach this winter and works out regularly with the ski team on the trails of Bread Loaf and Pico. John J. Kelly and Samuel Guarnaccia, former members of the coaching staff, are now in the process of being reconverted from Navy to civilian life. Kelly was baseball coach and secretary of the Physical Education Department before leaving Middlebury in November of 1943 for the Navy, while Guarnaccia was appointed football coach following the resignation of Coach Ben Beck in 1942.

Before long, Middlebury will once again be represented by teams in all the sports which were played by the college before the war. However, with the lack of suitable gymnasium facilities it will be a difficult task to operate a successful physical education program in the McCullough Gymnasium which has a floor space much smaller than that of the town high school gym.

1693

Alumni News and Notes

1895

DEATHS: **Rev. Hedley A. Vicker**

1898

DEATHS: **Mary Higley** on December 7, 1945.

1899

DEATHS: **Henry B. Morrell** at Brooklyn, N. Y.; **Dr. Eugene C. Bingham** on November 6, 1945 at Easton, Pa.

1900

DEATHS: **Federal Judge Frederick H. Bryant** on September 4, 1945 at Malone, N. Y.

1902

DEATHS: **Dr. Frederick B. Miner** at Flint, Mich. on April 26, 1945.

1911

William J. McConnell was one of four officials handling the Orange Bowl Football game at Miami, Florida on New Year's Day.

1913

ADDRESSES: **Bessie Cudworth,** Abbey 4 C, 90 Bryant Avenue, White Plains, N. Y.

1914

DEATHS: **Gertrude Kingsley Myners** (Mrs. Thomas F.), on November 3, 1945.

ADDRESSES: **Mary Geran Starr** (Mrs. Harry), Saybrook, Conn.

1915

DEATHS: **Oscar B. Rogers** on November 2, 1945 at Queens Village, N. Y.

ADDRESSES: **Harriet Smith Potter** (Mrs. H. B.), 1384 Main Street, Newington, Conn.

1916

ADDRESSES: **Isabelle Griffith Dunnells (Mrs. Leslie H.),** 649 Gilman St., Palo Alto, California.

1917

DEATHS: **John E. Downing** in Bridgeport, Conn., September 1945.

ADDRESSES: **Mary N. Bowles,** Inwood, Amherst, Mass.

Lois Bodurtha Ester (Mrs. George) is Director of Nurses at Southampton Hospital, Southampton, N. Y.

1918

MARRIAGES: **Alice M. Chynoweth** to N. H. Foster; address: 23 Bancroft Avenue, Beverly, Mass.

1920

ADDRESSES: **Ruth Joslin Chutter** (Mrs. R. Wellington), Pittsford, Vermont.

1921

ADDRESSES: **Ona Ladd Whelan** (Mrs. D. O.), 1402 Putnam Avenue, Plainfield, N. J.

1922

Robert H. Whitney, Vice-President of the Bridgeport-City Trust Company was appointed by Governor Baldwin of Connecticut to the Savings Bank R. R. Investment Committee.

1923

DEATHS: **John H. Wright** at Shoreham, Vermont, on September 18, 1945.

ADDRESSES: **Margaret Graham Davidson** (Mrs. Edw. B.), Scarsdale Lodge, School Lane, Scarsdale, N. Y.; **Edith M. Weller,** 32 Washington Avenue, Schenectady 5, N. Y.

1924

ADDRESSES: **Margaret Brown Houston** (Mrs. Bradley R.), Flanders Road, Westboro, Mass.

1925

BIRTHS: A son, George Barr, Jr., to **Mr. and Mrs. George Barr Clark (Evelyn Quick '28)** on June 22, 1943; address: 60 Weston Ave., Chatham, N. J.

ADDRESSES: **Katherine Mix,** Wai-Satari District, India; **Elizabeth Smith Geddes (Mrs. James R.),** 39 Farrington Ave., Gloucester, Mass.

Malcolm T. Anderson is attending an Advanced Management course at Harvard Graduate School, after which he will return to his position with the Phoenix Mutual Life Insurance Company in Hartford. **Mr. Anderson** represented Middlebury at the inauguration of Rev. Russell Henry Stafford as President of Hartford Seminary Foundation, Hartford, Conn., on January 25, 1946.

1926

DEATHS: **Henry A. Miller** on July 15, 1945 in Philadelphia, Penna.

ADDRESSES: **Doris E. Houston,** 70 Forbes Place, East Haven, Conn.

1928

ADDRESSES: **Jane French Douglass** (Mrs. R. F.), Route 1, Box 768, Tampa 4, Florida; **Pauline Sanford,** 7 Oak Street, Brattleboro, Vermont.

1929

MARRIAGES: **Lt. Warren E. McChessney** to Mary E. Beach, July 1945, in Freehold, N. J.

ADDRESSES: **Mr. and Mrs. Nelson Sanborn (Eleanor Goodrich),** 129 Short St., Brockton, Mass.; **Chester H. Sloat,** P. O. Box 55, Crum Lynne, Pa.

Raymond F. Bosworth is Professor of English and Director of the School of English at Simmons College; address: 608 Webster Street, Needham Heights, Mass.

Helen I. Seeley is supervisor of the cafeteria and cooperative course in food service at Springfield High School, Springfield, Vermont.

1930

MARRIAGES: **Lucy G. Hagar** to Franklin A. Bidwell at Cambridge, Mass. on July 31, 1945.

BIRTHS: A daughter, Marjorie Hayes to Dr. and Mrs **George W. Davis** on November 14, 1945.

ADDRESSES: **Charles W. Wright,** Lyndon Center, Vermont; **Blanche E. Emory,** 412 Walker Avenue, Sturgis, Michigan; **Georgia Lyon Roberts** (Mrs. P. W.), 302 D Street, Hot Springs, South Dakota.

Lt. Marie O. Comtois, U.S.N.R., is stationed in the office of Naval Relief Associates, Charlestown, Mass.; address: 12 West Street, Worcester, Mass.

16.9.1

1931

BIRTHS: A son, William Diedrich, to Mr. and Mrs. Edward W. Toomey (**Mary Stolte**), on April 11, 1944; address: Avenue C, Bellows Falls, Vermont.

ADDRESSES: **Marjorie E. Frye,** 1039 Main Street, Worcester 3, Mass.; **Elizabeth Abell Engle** (Mrs. Harry J.), Red Oaks Mill, Poughkeepsie, New York; **Henrietta Olsen Smith** (Mrs. Wesley), 3 Klebart Avenue, Webster, Mass.

DEATHS: **Mary Hough Coleman** (Mrs. Dorrance) at Portland, Maine on December 9, 1945.

Ward S. Yunker is now Assistant Manager of Fiber Industries Sales Division of the Foxboro Co., Foxboro, Mass.

1932

BIRTHS: A daughter, Martha Collins, to Mr. and Mrs. Robert Fleischer (**Avis Collins**) on September 17, 1945.

ADDRESSES: **Elizabeth Ritter Price** (Mrs. M. W.), 362 Springfield Street, Chicopee, Mass.

1933

MARRIAGES: **Louise G. Fleig '35** to **Henry L. Newman** in the Chapel of the Fifth Avenue Presbyterian Church, by Dr. Paul D. Moody on November 3, 1945.

ADDRESSES: **Mr. and Mrs. George B. Owen** (**Christine Jones '32**), 20 South Street, Bellows Falls, Vermont; **Alice R. Collins,** Warrenton Country School, Warrenton, Virginia.

1934

BIRTHS: A son, David Hunter, to **Mr. and Mrs. Charles A. Hickox** (**Miriam Smith '35**) on September 2, 1945; a daughter, Winifred Gail, to **Mr. and Mrs. Carl E. Anderson** (**Margaret Scott**) on August 12, 1945; address: 307 First Avenue, Glen Burnie, Maryland.

ADDRESSES: **Vincent F. Sargent,** 20 Wigwam Place, Springfield 8, Mass.; **Elizabeth Griffith Hinman** (Mrs. H. Marshall), 1454 Garner Avenue, Schenectady, New York; **Gertrude Hewitt Lathrop** (Mrs. Earl P.), R. F. D. No. 1, Bristol, Vermont.

Donald R. MacQuivey is Divisional Assistant in the Telecommunications Division of the U. S. Department of State.

Dr. William D. Stull was appointed Associate Professor of Zoology at Ohio Wesleyan University.

Wyman Parker has been appointed Librarian of Kenyon College, Gambier, Ohio; address: **Mr. and Mrs. Wyman Parker** (**Jane Kingsley '38**), Kenyon College, Gambier, Ohio.

1935

ENGAGEMENTS: **Elliot Hubbard Dorgan** to Alice Mary Doughan; **Capt. Lester H. Benson** to Kathryn V. U. Wagner, December 1945.

BIRTHS: A son, David Reuben, to Mr. and Mrs. Abraham Zwickel (**Jean Wiley**) on December 10, 1945; address: 1124 S. Alvarado Street, Los Angeles 6, California.

ADDRESSES: **Gertrude Knight Cleverdon** (Mrs. David), Belchertown, Mass.; **Grace Harris Hornaday** (Mrs. John A.), 464 Parker Street, Newark 4, New Jersey; **Lt. Comdr. and Mrs. P. B. Wintersteen** (**Dorothy Drown '39**), 28 Forest Park, Apt. 2, Portland, Maine; **Burton C. Holmes,** 26 Franklin Street, Brandon, Vermont; **Lester H. Evans,** 148 Revere Street Ext., Waterbury 73, Conn.

Matthew K. Korwin is now Director of the Industrial U.S.O.; address: Y.M.C.A. Box 2035, East Port Orchard, Wash.

Mariette Bowles Hurd (Mrs. William B.) has been appointed instructor of English at the University of New Hampshire.

Dorothea De Chiara is teaching Spanish at Nutley H. S., Nutley, New Jersey.

1936

MARRIAGES: **Leroy L. Kohler** to Adriana E. Sandman, September 1945, in Paterson, N. J.

ADDRESSES: **Christine Conley Gifford** (Mrs. Robert B.), Box 119, Southern Pines, North Carolina; **Mr. and Mrs. Jack Steele** (**Barbara Lyons**), 105 Prince Street, Alexandria, Virginia.

Mary A. Williams is teaching German at Stanford University; address: 562 Gerona Road, Stanford University, California.

Jane E. Masterson is a social worker at the George Jr. Republic at Freeville, New York.

Frank J. Ruggeri is a teacher and coach in Fonda H. S., Fonda, N. Y.

1937

MARRIAGES: **Frank Piskor** to Ann Calder, September 1, 1945; **Lt. Edgar P. Berry** to Dorothy S. Milligan, August 1945, at Brookline, Mass.; **Lt. Marjorie Lee Allen** to Lt. William L. Saunders, U.S.N.R., at Chicago, Ill., on November 29, 1945.

ADDRESSES: **Charles C. Mawer,** 318 Rugby Road, Brooklyn, N. Y.; **Doris Heald Kendall** (Mrs. Harry A.), 59 Rennell Street, Apt. 26, Bridgeport, Conn.; **Doris K. Cutting,** 43 Hillside Terrace, Belmont, Mass.

Sidney P. White is first trombonist with the Indianapolis Symphony Orchestra; address: 1242 No. Alabama Street, Indianapolis 2, Indiana.

Maxine Joslyn is teaching Latin this year at Chappaqua, New York.

Charlotte Colburn Shea (Mrs. H. S.) is a reporter on the City Desk of the Rutland Herald.

1938

MARRIAGES: **Herbert E. Avery** to Irene Cassavant.

BIRTHS: A son, John Peter, to Mr. and Mrs. John R. Roberts (**Ruth Flicker**) on November 19, 1945; address: 63 South Street, Auburn, N. Y.; a son, Carlton Melvin, to **Mr. and Mrs. Melvin W. McKenney** (**Marian W. Hewes**) on October 25, 1945.

ADDRESSES: **Raymond F. Brainard,** 526 Hillcrest Road, Ridgewood, N. J.; **Jeannette Baker Washburn** (Mrs. Fernald), 193 Dayton Street, Springfield, Mass.; **W. Roy Young,** 18 Summer Street, St. Johnsbury, Vermont; **Allison Beebe,** 413 Liberty Bank Building, 420 Main Street; Buffalo, N. Y.

George E. Farrell, Jr. has been made Headmaster of Lincoln H. S., New Hampshire.

1939

MARRIAGES: **Edward F. Grosenbeck** to Frances L. Kinsey, August 25, 1945 at Niagara Falls, N. Y.; **Paul Babbitt Ranslow** to Ida Rhea Byers, November 1945.

BIRTHS: A daughter, Leslie Jane, to Mr. and Mrs. **Loring P. Lane** on November 5, 1945; address: 947 Franklin Street, Monterey, Calif.

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ADDRESSES: **William T. Watt,** 103 Loomis Street, Burlington, Vermont; **Betty Riexinger Mettler** (Mrs. John C.), 10 Lexington Avenue, Buffalo, N. Y.; **Harriet J. Barnes,** 160 Franklin Avenue, Pearl River, N. Y.; **Arthena P. Gregg,** 101 High Street, Middletown, Conn.; **Marilyn Manning Baldwin** (Mrs. Robert H.), 33 Linden Avenue, Ossining, N. Y.

Francis D. Parker is Instructor of Mathematics at Case School of Applied Science; address: 1647 Sunview Road, South Euclid, Ohio.

1940

ENGAGEMENTS: **Esther L. Kourn** to Ira N. Kerschner of Endicott, N. Y.

MARRIAGES: **Marjorie E. Poor** to Edward J. Doyle at Arlington, Vermont, on September 25, 1945; **Dr. Bernard S. Piskor** to Elizabeth J. Delmonico at Syracuse, New York, on June 22, 1945.

BIRTHS: A son, Stephen Arnold, to Mr. and Mrs. Brandon T. Douglas (**Betsey White**), on May 9, 1945; a son, Ralph Moore, to Dr. and Mrs. Ralph M. Timberlake, Jr., (**Audrey Hargreaves**) on June 28, 1945.

ADDRESSES: **Jane Acker Bolster** (Mrs. Richard H.), Littlebrook Road, Berwyn, Penna.; **Jean Brown Wetherbee** (Mrs. Arthur), 27 Basswood Street, Newington, Connecticut; **Betty Forman Hummere** (Mrs. J. N.), 238 South Washington Avenue, Dunellen, New Jersey; **Jeanne Hoyt Shedd** (Mrs. John V.), 875 Grand Avenue, South San Francisco, California; **Wayne M. Nelson,** 37 East 35th Street, New York, N. Y.; **Curtis McDowell,** 9241 South Princeton Avenue, Chicago 20, Ill.; **Capt. Royce W. Tabor,** 132nd Evacuation Hospital, APO 403, c-o Postmaster, New York, N. Y.

Robert T. Anderson has been awarded a fellowship in Organic Chemistry for graduate work at Princeton. The fellowship was founded by Standard Brands, Inc.

1941

MARRIAGES: **Barbara Mower** to Francis Brown at Carmel, N. Y., on July 1, 1945; **Gordon V. Brooks** to Ann G. Clark on June 9, 1945; address: Riverton, New Jersey; **Robert B. Crane** to Mary Patricia Fairbrother, November 1945, in Cocoanut Grove, Florida.

BIRTHS: A son, Thomas Ladd, to Mr. and Mrs. Thomas Evans (**Edith Ladd**) on September 28, 1945; address: Churchill Road, R. F. D. No. 2, Charlotte 3, North Carolina; a daughter, Carol Ann, to **Dr. and Mrs. Richard K. Conklin (June Perry '42)** at White Plains, N. Y., November 24, 1945; a son, Jon Richardson, to **Mr. and Mrs. Albert R. Hutton (Virginia Brooks)** on August 3, 1945; a son, to Mr. and Mrs. **John A. Talbott** on January 9, 1945; address: 28 Hoyt Street, Stamford, Connecticut; a daughter, Karen Jean, to **Mr. and Mrs. (Norma Wineberg) Raymond Unsworth** on December 20, 1945; address: 498 South Willard Street, Burlington, Vermont.

ADDRESSES: **Mr. and Mrs. Richard L. Treat (Mary Brehaut '42),** 157 Central Street, Hingham, Mass.; **Harold M. Hotaling,** 129 West Germania Place, Chicago, Illinois; **Ellen Currie Hill** (Mrs. James M.), R. F. D. No. 1, Montpelier, Vermont; **Alice Hastings Ross** (Mrs. John), 49 Princeton Road, Chestnut Hill 67, Mass.; **Margaret Waller Glazier** (Mrs. Edwin M.), 319 West First Avenue, Roselle, N. J.; **Dorothy Smith,** Marvene and Mansion Avenues, Drexel Hill, Pa.

Marjorie Smith was appointed senior assistant librarian at Harmanus Bleecker Library, Albany, New York.

Charleen Miller is teaching Latin and English in Dexter, Maine.

William T. Cassedy is now with the Traffic Department of the American Airlines, Inc., Syracuse, N. Y.; address: Warners, New York.

1942

ENGAGEMENTS: **Louise T. Sargent** to Arthur S. Kimball; **Wilson F. Clark** to Betty Kneeland of Rochester, N. Y.; **Everett T. Heidgard** to Doris Anne Forsberg, December 9, 1945.

MARRIAGES: **Susan Hulings** to Harry Ottinger, Jr., March 3, 1945; address: 837 Camelia Avenue, Baton Rouge ll, Louisiana; **John C. McMann** to Catherine B. Tobin; address: 50 Elm St., Potsdam, N. Y.

BIRTHS: A son, Jeffrey Emerson, to **Mr. and Mrs. John F. Bates (Nancy Rindfusz),** November 10, 1945; address: 156 Pennsylvania Avenue, White Oaks, New Britain, Connecticut; a daughter, Anne Moser, to Mr. and Mrs. **Truman H. Thomas** on January 12, 1946 in Gardner, Mass.

ADDRESSES:**Alice Voorhees Adams** (Mrs. George L.), 25 Morris Avenue, Morristown, N. J.; **Patricia Kane MacFadden (Mrs. Elbert F., Jr.),** 381 Myrtle Avenue, Albany 3, N. Y.; **Robert S. Maxwell,** 280 Lake Avenue, Rochester, N. Y.; **Mr. and Mrs. Charles Clapper (Ruth Taylor),** 19 Second Street, Stamford, Conn.; **Shirley Minkler Marks** (Mrs. Charles), 76 Beacon Avenue, Providence 3, R. I.; **John K. Ross,** 70 High Street, Brockton, Mass.; **Elizabeth Blanchard Robinson (Mrs. Philip W., Jr.),** 850 Maryland Avenue, Syracuse, N. Y.

Dean S. Northrop is studying for his Master's Degree at the University of Southern California; address: 2410 Longwood Avenue, Los Angeles 16, California.

Elizabeth Harlow is an overtime statistician for General Electric's Schenectady plant.

1943

ENGAGEMENTS: **Page S. Ufford** to Doris Carter; **Capt. John C. Lundrigan,** USMC, to Barbara Ann Notman of Buffalo, N. Y.

MARRIAGES: **Ruth M. Guillan** to John R. Foley at Hollis, L. I., on September 15, 1945; **Carol T. Lewthwaite** to Frank P. Lockard, October 1945; **Elizabeth Brigham** to Frederick C. Barrett at Burlington, Vt., September 7, 1945; **Beth Warner** to Michael Carney at Washington, D. C., on January 19, 1946; **Margaret K. Ferry** to Lt. Dwight E. Morris, Jr., AAF, at East Orange, N. J., on January 5, 1946; **Lt. Elliot Baines** to Martha E. Ashcroft in White Plains, N. Y. on April 28, 1945; **Ens. Roger L. Easton** to Ens. Barbara Ann Coulter on November 17, 1945 in Flint, Mich.; **Wallace Bruce George** to **Harriet Anne Lindenberger** in Troy, Ohio on October 20, 1945.

BIRTHS: A daughter, Ann Cressey, to **Lt. (J.G.) and Mrs. Webster K. Whiting (Carolyn Stanwood)** on October 29, 1945; address: 1210 North Rolfe Street, Arlington, Virginia; a son, Thomas Holmes, Jr., to Mr. and Mrs. **Thomas**

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Holmes Moore on November 6, 1945; a son, John Ayers, Jr., to **Mr. and Mrs. John Ayers Young (Helen Hooley '42)** on December 13, 1945; a son, Lynn Christy, to **Mr. and Mrs. William M. Desmond (Carolyn De Long)** on December 16, 1945; address: 9 North Highland Avenue, Nyack, N. Y.; a daughter, Toni Lynette, to Mr. and Mrs. A. Jackson Lee, Jr. (**Bettie Boyce**) on March 9, 1945; address: 489 Main St., Burlington, Vt.

ADDRESSES: **Margery Miller Sieman** (Mrs. Edmund H.), 444 Huntington Avenue, Buffalo, N. Y.; **Beatrice M. Barrett,** 435 West 119th Street, New York 27, N. Y.; **Phyllis Dodds,** 62 Alfred Stone Road, Providence 6, R. I.; **Barbara Higham Trudeau** (Mrs. Edmund A.), Edgemont P. O., Delaware County, Penna.; **Janet Hooker Bishop** (Mrs. Donald R.), 24 Ruskin St., West Roxbury 32, Mass.; **Muriel Clifford Buikema** (Mrs. Nelson V.), 394 Ballston Road, Schenectady, N. Y.

Eleanor Reier Brown (Mrs. Fielding) was discharged from military service as an Army Dietitian on November 20, 1945; address: 744 Fairacres Avenue, Westfield, N. J.

Elaine B. Herron is Woman's Page Editor and News Editor of the *News Pictorial* publication of the Johns-Manville Corp.

Barbara Johnson is teaching mathematics and biology at the Mary C. Wheeler School in Providence, Rhode Island.

Mary Barclay is doing relief and reconstruction work with the Friends Service Committee in Finland.

After February 11, 1946, **Mr. and Mrs. Russell P. Dale, Jr., (Margaret Dounce)** will be residing at 9 Park Street, West Roxbury, Massachusetts while Russell attends Northeastern University.

1944

ENGAGEMENTS: **Mildred Brandner** to J. Marshall Naugle; **George F. Wiemann III** to Virginia C. Waite of Manhasset, L. I.; **Lt. George Ellis Snow** to Rosemary Taylor of LaJolla, Calif.

MARRIAGES: **Ramona Redman** to William R. Gorman at High Point, North Carolina on July 14, 1945; **Ruth Child** to James R. LaFrance at Oak Bluffs, Mass., on August 17, 1945; **Dumont Rush** to Mary C. DeCane, September 1945; **Jean Lacey** to Ernest L. Patterson at Woods Hole, Mass., on December 8, 1945; **Janet Pflug** to **Allan E. Robertson** at Garden City, L. I., on December 22, 1945; **Doris A. Orth** to Lt. Otis G. Pike, Jr., USMCR, at Riverhead, L. I., on January 6, 1946.

ADDRESSES: **Jean Bennett Schumaker** (Mrs. John F.), 804 East Seneca St., Ithaca, N. Y.; **Alice Sperry,** Cranbrook School, Bloomfield Hills, Michigan; **Jean Beattie Milligan,** 1800 Whitney Avenue, Hamden 14, Conn.; **Ens. Grace Litchfield,** 3714 Ingomar Street, N. W., Washington 15, D. C.; **Elizabeth J. Smith (Mrs. Robert),** 22 Dartmouth Street, Somerville, Mass.; **Elsie Noe,** 350 Congress Avenue, New Haven, Conn.; **Jean Peirce,** 42 Merrimack St., Concord, N. H.; **Dorothy Brown Clark (Mrs. James G.),** 23 Oakwood Blvd., Poughkeepsie, N. Y.

Jeanne Chatfield is secretary and assistant interviewer in the Personnel Department of the Best Foods Inc., in New York City; address: Beaux Arts Apt., New York 17, New York.

Joan V. Ingalls is doing secretarial-publicity contact work for RCA Victor in New York.

Mary Louise Koehler is Engineering Assistant Editorial Writer in the Sales Office of Star Electric Motor Company; address: 26 Berkeley Heights, Bloomfield, N. J.

Alice Ruth Symonds is writing advertising copy for the McGraw-Hill Book Company; address: 327 West 11th St., New York 14, N. Y.

Catherine Perrins is doing detailed research on, and writing about, foreign Social Security Programs for the Social Security Board in Washington, D. C.

Jane A. Stearns is teaching English and Social Studies at the Horace Greeley School, Chappaqua, New York.

Ingrid Monk Stevenson (Mrs. William) is assistant technician to a Research Engineer at Massachusetts Institute of Technology.

1945

ENGAGEMENTS: **Margaret J. Rowland** to **Avery D. Post; Lois Hanchett** to John Henry Harper, Jr., of Natick, Mass.

MARRIAGES: **Elizabeth Adell** to Lt. Charles L. McCord at Shaker Heights, Ohio, on January 12, 1946; **Mary S. Tipping** to **Angus A. Coughlin** at Edgewood, N. J., on January 19, 1946; **Joanne Peabody** to Robert B. Stewart III at New Brunswick, N. J., on September 15, 1945; address: 3409 North 17th Street, Philadelphia 4, Penna.

ADDRESSES: **Mr. and Mrs. John M. Robinson (Rosamund Burleigh),** 125 Highland Place, Ithaca, New York; **Marianna Bronston Segal** (Mrs. Edw. R.), Salisbury Gardens, Apt. 10, Bldg. 5, Park Avenue, Worcester, Mass.; **Eleanor R. Burt,** West Main Street, Brookfield, Mass.

Anna E. MacWilliams, H.A. 1-C, WAVES, has completed her training at Hospital Corps school and has reported to Long Beach Naval Hospital, California.

Joann Allen is assistant to the advertising manager at the Appleton Century Publishing Company in New York City.

Evelyn C. Haller is a graduate student and demonstrator in Biology, teaching a laboratory in Physiology at Bryn Mawr College; address: Radnor Hall, Bryn Mawr College, Bryn Mawr, Penna.

Marian E. Bailey has completed her training as an airline hostess and began her duties on November 30, 1945.

Evelyn Lester is in the copy research department of Young and Rubicam, Inc., Advertising Agency.

Carolyn B. Merrill is an Insurance Clerk at Connecticut General Life Insurance Company, Hartford, Connecticut.

Carolyn D. Nash is assistant-in-charge at Applied Arts Library, University of Cincinnati, Cincinnati, Ohio.

*Alumni Dinners

Feb. 2,	Boston, Mass.	March 13,	Albany, N. Y.
March 5,	Rochester, N. Y.	April 6,	Hartford, Conn.
March 7,	Buffalo, N. Y.	April 13,	Burlington, Vt.
March 9,	Chicago, Ill.	April 20,	Washington, D. C.
March 11,	Cleveland, Ohio	April 26,	New York City

*Dates of Boston, Chicago and Albany dinners are definite, while the remainder are tentative.

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